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ABSTRACT

The National Institute of Education and the Office of Education are working together to develop a national clearinghouse for bilingual education information as called for in section 742(c)(3) of Public Law 93-380, Title VII. Six Bilingual Clearinghouse Conferences have been held where federal planners met with bilingual education practitioners and administrators to discuss the concept and content of the clearinghouse. Each conference attempted to determine the needs and desires of the most likely future users of the clearinghouse. This document represents the overall synthesis and report of these conferences in San Diego, Seattle, Chicago, New York, San Antonio, and Miami. The recommendations have been organized into three sections: (1) a "Summary," which succinctly presents the national recommendations; (2) a "Composite Summary," in which the recommendations are grouped in nine broad categories (trends and perceptions, national advisory board, definition and scope, acquisition and dissemination, public relations, the clearinghouse and research, direct interpersonal assistance, financing and fees, and what can be done right now; and (3) "Conference by Conference Recommendations" which present a report of the group by group suggestions made at each conference. The appendices include a list of participants and invitees at each conference. (CFM)

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NATIONAL BILINGUAL CLEARINGHOUSE CONFERENCES

OCTOBER/NOVEMBER, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE,
David Mathews, Secretary

OFFICE OF EDUCATION, Edward Aguirre, Commissioner

NATIONAL INSTITUTE OF EDUCATION, Harold L. Hodgkinson, Director

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FOREWORD

Six Bilingual Clearinghouse Conferences were held to receive guidance from potential users of the clearinghouse as to what such services should provide. To facilitate this process the National Institute of Education (NIE) and the United States Office of Education (USOE) jointly contracted with ARAWAK Consulting Corporation to arrange for the meetings and to write a summary of what took place.

This document is **not** a technical report document; it **does not** represent the views of any Federal Agency. It does represent the impressions and opinions of the conference contractor as a "feedback" to conference attendees of what took place at these meetings.

This publication is only part of the process which we are trying to achieve with "the" bilingual education community. Your reactions to this publication and to the important issues described herein are invited. A postage-free, pre-addressed postcard is attached for your use in letting us know of your views.

Our next "phase" in establishing a responsive clearinghouse is to openly compete a procurement for the overall design, which will respond inasmuch as possible within budgetary constraints, to your expressed desires.

NATIONAL INSTITUTE OF EDUCATION

UNITED STATES OFFICE OF EDUCATION

PREFACE

The Arawak Consulting Corporation is pleased to present its overall synthesis and report of the six National Bilingual Clearinghouse Conferences.

The report ranges from a concise interpretation of national discussions to a detailed rendering of recommendations. In all cases we have sought to be true to the spirit and intent of the conference participants.

We wish to express our appreciation to both the National Institute of Education and the U.S. Office of Bilingual Education, for their close and continuous cooperation throughout the conferences and the report writing.

ARAWAK CONSULTING CORPORATION

I. INTRODUCTION

In 1976 the National Institute of Education (N.I.E.) and the U.S. Office of Education (U.S.O.E.) signed a memorandum of understanding (Appendix B, pg. 77) which gave lead responsibility to NIE for the implementation of a National Clearinghouse for Bilingual Education information, as called for in Section 742(c)(3) of Public Law 93-380, Title VII, (Appendix A, pg. 76).

Federal planners created a six phase process (Appendix C, pg. 80) for the implementation of the clearinghouse. Phase two of the process called for a series of national conferences where federal planners could meet with bilingual education practitioners and administrators to discuss the concept and content of the clearinghouse.

Six cities were selected and on October 12th the opening conference was called to order in San Diego, California. Subsequent conferences were held in Seattle, Chicago, New York, San Antonio, and Miami.

Every conference had the same goal: **To ascertain the needs and desires of the most likely future users of the clearinghouse.**

Every conference had the same structure. Working from a standard Agenda (Appendix D, pg. 80) and a common discussion paper entitled "Information Needs in Bilingual Education" (Appendix E, pg. 81), conferees were asked what they would like incorporated in the clearinghouse. (The discussion paper had been mailed to every invitee prior to the conference.)

Four hundred and twenty four persons participated in the six conferences. Appendix F, pg. 100, identifies the participants and their affiliations.

The morning plenary session of each conference was addressed by a number of federal representatives: Dr. John Molina, Director of the U.S. Office of Bilingual Education; Dr. Rudy Cordova and Charles H. Miller of the same office; Jose Vazquez, Chief, Multicultural/Bilingual Division of the National Institute of Education; Martin O. Milrod, Charles Hoover, and Sam Rosenfeld also from the National Institute of Education.

The speakers provided participants with a background of the involvement of the various government offices, and a clarification of the issues and questions posed in the discussion paper, "Information Needs in Bilingual Education," (Appendix E).

Conference participants then broke into small working groups which averaged under fifteen members. They were led in four hour discussions by a number of facilitators identified in Appendix F, and also at the beginning of the individual conference summaries. The facilitators had attended the day before each conference a special afternoon orientation to review conference content and mechanics. Facilitators were encouraged to draw divergent opinions and were requested not to work for consensus. Working with graduate students as recorders, the facilitators reported the major recommendations from their groups to the afternoon plenary session.

Over three hundred national recommendations were made. These ranged from broad policy recommendations, to specific topical areas that participants wished to see incorporated into the bilingual clearinghouse.

The recommendations have been organized into three sections each with a different purpose. **Section II, Summary** most succinctly presents the national recommendations. **Section III, Composite Summary of Recommendations** presents the recommendations grouped by broad categories, and in a narrative style that tries to capture some of the flavor of the discussions. **Section IV, Conference by Conference Recommendations,** presents a highly accurate report of the group by group suggestions made at each conference.

The Arawak Consulting Corporation takes sole responsibility for **Section II, Summary.** It represents the corporation's carefully considered synthesis of the national recommendations, and is based upon the monitoring of small group discussions, notes, and tapes, and the reading of afternoon plenary session transcripts

The following sections represent our diligent effort to distill both the detail and spirit of the discussions which took place at the six national bilingual clearinghouse conferences.

❀

II. SUMMARY OF NATIONAL RECOMMENDATIONS*

- † A national advisory board must be established to formulate policy for all aspects of the clearinghouse.
- † The clearinghouse should be national in scope, and should be supportive of all bilingual efforts in the nation.
- † The clearinghouse must have a clearly written "statement of mission." The statement must have wide distribution.
- † The clearinghouse must not duplicate or bypass existing bilingual projects.
- † The clearinghouse must aggressively seek information, nationally and internationally.
- † The clearinghouse must not do any screening. It must collect, categorize and prepare all available information and materials for quick retrieval.
- † The clearinghouse should directly reach individuals, professionals, parents, teachers, bilingual protagonists and antagonists, industrial and commercial users.
- † An aggressive public relations function must be a part of the clearinghouse. Efforts to create positive bilingual education policies must be vigorously undertaken.
- † The clearinghouse must have as a minimum a periodic newsletter, and must consider a journal and other periodic specialized reports.
- † The clearinghouse must play a strong role in research, having its own research program and stimulating other centers to perform research.
- † The clearinghouse must not be involved in direct interpersonal assistance.

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* These recommendations are not in any ranked order.

Bilingual Clearinghouse

† Clearinghouse services should be free of charge, particularly in the first years. Subsequently, sliding fee scales may be incorporated.

† The following topic areas must be included in the clearinghouse:

- Curriculum materials
- Tests and their evaluations
- Data collected on research projects, surveys and census
- Information sources in bilingual education
- Training material for bilingual education
- Federal legislation and guidelines
- Funding sources for research and training
- Effective classroom practices and unpublished ideas
- Human resource file with names, addresses, telephone numbers of people with specific experience or knowledge
- Court cases and decisions
- Parental and community involvement
- Bilingual education for handicapped, special and gifted persons
- International data, research, and reports
- Demographic data and studies

† Personnel of the clearinghouse must be professional, multi-lingual and multi-ethnic, and should come from the education field.

III. COMPOSITE SUMMARY OF RECOMMENDATIONS

The six conferences were attended by a cross section of bilingual educators, administrators, researchers, students, interested groups and organizations, and other observers. As the participants went into small group discussions they found themselves in heterogeneous groups, albeit groups that were composed primarily of administrators, and which included few teachers.

The majority of the recommendations made by conference participants were related to the various questions raised in the discussion paper, Appendix E. Obviously, there was repetition of essential matters from conference to conference. Sometimes major ideas re-appeared with minor embellishments that served to elaborate upon and improve the major idea.

It should be noted that in the opinion of the editor, there was substantial agreement among the six conferences on major issues. No single conference originated any recommendations that might be thought of as of regional importance or significance, or which would require any special national attention or adjustments on the part of the clearinghouse.

What follows is a composite narrative which collects the recommendations in nine broad subject areas, and presents them as if they had been made in one continuous discussion.

A. TRENDS AND PERCEPTIONS

Two important, and perhaps conflicting, trends in bilingual education were identified. One was a language maintenance trend, and the other was a transition/compensatory trend. Each has far reaching implications, and the group identifying these trends wanted the CH[**] to strongly back the trend that supports bilingual/bicultural education for all groups. This same group also identified as a trend a catchall bilingual training attitude. The group asked the CH to intervene and create interest in specializations such as linguistics, language development, early childhood, and special education.

Another trend of significance to the CH was identified as a broadening of the vision of bilingual education. This was expressed in the question, "Are we interested only in bilingual materials, or in materials that can be **useful** to bilingual education?"

Changing government attitudes were seen as a trend affecting the type of information generated by bilingual programs. One example cited was the change in bilingual program rules and regulations over the decade 1965-1975.

One group felt that no trend was significant enough or important enough at the moment to influence the CH or its design.

Under the heading of trends and perceptions conference participants made a number of observations that should be noted by the designers of the CH. For one, the participants felt that a committee should review the functioning and performance of other CH's prior to the design of a new CH. Several groups felt that there should be an analysis of immigration, and immigration patterns, and whether bilingual programs or institutions were available where the immigrants were settling. Increased demands on school systems to provide bilingual education could lead to unduly heavy demands on the CH for information on planning, developing, and implementing bilingual programs. One group felt that the rapidly growing constituency in bilingual education would lead to more and larger groups demanding answers **now.** Related to this is the fact that there are now larger and more sophisticated audiences which will be seeking sophisticated information from the CH.

[**] The symbol CH shall be used to denote the clearinghouse

There was a general conference-by-conference agreement that the "state of the art" in bilingual education was imperfectly known. One perception that one group wanted the CH to confirm or deny was whether there was a serious lack of materials designed for the secondary level. Indeed, one group felt that certain questions required answering before any trends could be determined. They wanted to know what existed in the field currently; what research and findings were complete, what conflict areas existed, and what questions needed asking. Where, they asked, could descriptions and evaluations of all Title VII projects since 1968 be found?

Another group expressed the idea that there was a national need for a bilingual education "master plan". They saw the plan helping to achieve coordination, upgrading and enrichment of present programs, and the development of new programs.

B. NATIONAL ADVISORY BOARD

Fifteen out of the twenty four groups reporting, urged the establishment of a national board, policy group or committee. Frequently given reasons for the establishment of such a policy group were to achieve coordination of programs and centers, to ensure effective use of information, to assure representation and input from community clients and users, and finally, as a way of reaching professional organizations. One group put it succinctly: to see to it that the CH will do what people in bilingual education want it to do.

Suggestions ranged from an observation that the policy board should be broad in its representation to explicit categories of membership.

The following were categories of membership mentioned at various conferences: parents, students, center directors, users, different language groups, geographic, representation by disciplines, and sex.

The national advisory board was given various roles to play. It should set national policy for the CH based on user input. It should supervise the CH. It should have input on the CH design, and it should have input on staffing. It should establish national bilingual policy or should stimulate the creation of such national policy. Two groups cautioned that the policy board should not act as bilingual advocates, but the much larger majority expressed a desire for the policy group and the CH itself to be aggressive and pro bilingual education. (See summary under Public Relations, page 27.)

Furthermore, the policy board was urged to meet at least twice a year, and also to conduct workshops on using the CH. One group suggested regional advisory councils which would have input on policy and staff and would allow for regional interests to be expressed. Regional councils would feed into the national council.

One group recommended a fifteen member board with some members elected and some sitting automatically by virtue of their positions in other agencies. This group objected to an all appointed board.

Staff for the CH was also discussed with the following specific suggestions made: the staff should be professional personnel, it should include ethnic representation, and should be drawn from the education field.

C. DEFINITION AND SCOPE

There was an all pervasive feeling that at all costs the CH must avoid duplication of effort. Mentioned again and again it seems that participants at the conferences saw great information and service needs and therefore found it especially distressing that the CH would even consider doing what others were already doing.

The most often mentioned method for avoiding duplication was for the CH to establish and disseminate a clear and concise statement of mission. Such a statement would include a description and clarification of the relationship between regional centers and the CH. There would be a statement of purpose and a description of services of the CH.

The CH might draw up a list of what other agencies and centers are doing, identify the gaps, and then address itself to the gaps.

The CH should not include the efforts handled by other centers and networks; should not replace existing centers; should not try to bypass the existing Title VII structure, nor try to deal directly with people already served by the network. The CH must not intimidate by hinting a take-over of functions from other agencies.

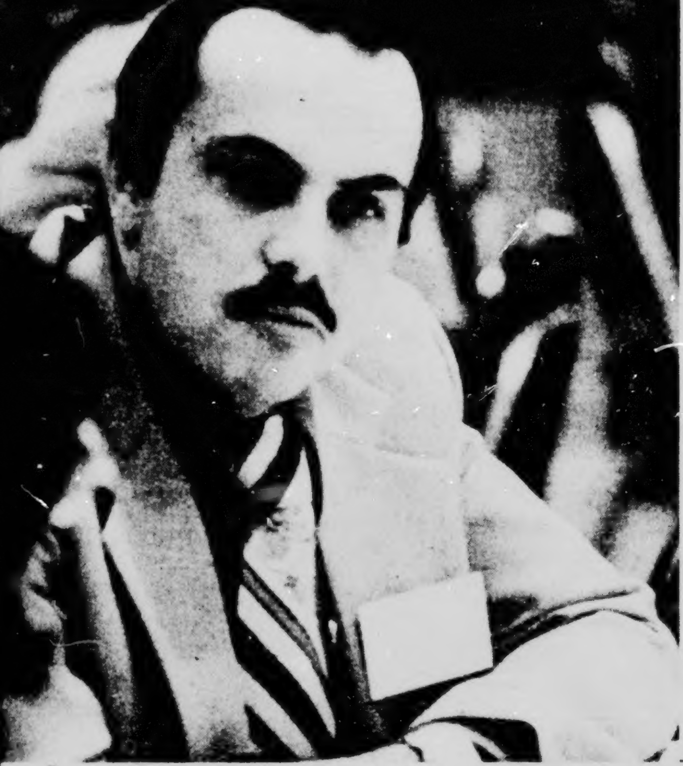
The CH should supplement the work of the ongoing centers. It should cooperate with all Title VII projects. The CH should facilitate communication among the existing centers, and should supplement and coordinate all existing programs, Title VII and other service agencies. The CH should cooperate with all agencies, providing information to them, making referrals to the centers and other agencies, and it should disseminate the activities of agencies at all levels. The CH should act as a liaison with special agencies, and it should cooperate with other institutions even to the degree of joint or co-venturing on special projects where resources must be combined.

The CH should be national in scope, and should be supportive of all bilingual efforts in the nation. The CH should be much more than a passive collector, and it should gather material from beyond Title VII programs, and from other countries. The CH should be a national storehouse of information with an adequate format for collection and classification of information and a consistent delivery system. It should be centered around the functions of collection, analysis and dissemination. The CH should concentrate on 1. national information, 2. interregional information and issues, 3. residual information such as innovative and experimental ideas and programs. The CH should revise material based on user feedback. The CH should help to define national needs, and should undertake a national bilingual needs assessment. The CH should be one national center, based in Washington, D.C. close to NIE/OE, and to the many national education organizations based in Washington.

The CH should have a regional aspect, providing local coordination between Title VII, SEA's, universities, and other bilingual programs. It should distribute basic information on operating programs and should make nationally known materials and information developed on a local level.

Nationally, the CH must establish protocols for interaction among agencies serving bilingual education. It should attempt to serve as a focal point for all bilingual information and activity although the "all" may never be achieved. It must support the analysis of concepts for and against bilingual education, and must help to formulate a sound national theory of bilingual education to replace the current deficit model. The CH must be aggressive in order to achieve its goals, not only responding but initiating activities, making contact with antagonists and protagonists, reaching out to potential users not currently connected to bilingual programs, responding not only to professionals and practitioners, but to laymen who may not speak English. The CH should enhance language educational planning at all levels of government.

Eleven out of twenty four groups, said that the CH should only do one kind of training, training on the use of the system. One group thought that the CH could take in staff members from LEA's & SEA's and other related projects and train them to train local people in the use of the CH. The technology should be kept simple, especially in light of the fact that many areas of the country do not have sophisticated equipment.



Many groups suggested that the CH hold conferences throughout the year. These ongoing conferences could serve various purposes, such as to keep information flowing in regions, to keep information flowing among Title VII centers, to bring people together to share information and ideas, to promote cooperation between regional centers and professional associations, to focus on selected topics bringing scholars and practitioners together.

Two groups felt that the CH should have a formal periodic evaluation by an outside group or persons, and that the evaluation should be a contractual requirement written into the CH.

Less frequently mentioned was the idea that the CH should employ one person to handle customer relations, a sort of internal ombudsman.

Also infrequently mentioned were: that the CH should provide for the needs of school districts where no bilingual services are available but where they are needed; that the CH should be intimately connected to all educational agencies, and should collect information on all aspects of bilingual education; that the CH could use a consortium model to effect coordination.

Finally, some felt that the CH should act mainly as a referral system, giving information about one organization to another, or telling someone where certain information could be found.

One group concluded that the CH should not try to be the answer for all things.

D. ACQUISITION AND DISSEMINATION OF INFORMATION

Only two groups out of the twenty-four that met at the six national conferences did not express themselves on the subject of screening. Eight groups, forcefully said a blanket "no" to any kind of screening. Fourteen groups, recommended some form of screening, usually circumscribed as classification or indexing.

Conference participants clearly wanted the CH not to censor any incoming materials. Frequently they mentioned review panels or editorial panels who would make descriptions of the materials. But the phrase most used was the "consumer decides," or the "user is final arbiter," of what is a useful piece of information.

Various modifiers of this theme were expressed. Examples were: screening for relevancy only; a submission format to identify the content; no screening at this time—implying that at some later date screening could be implemented. In fact, one group made the statement clearly, "no censoring, but set up criteria for evaluation as the CH must help to maintain quality and standards."

Most conference participants agreed that materials must be categorized and cross indexed. Most rejected evaluative review.

A minority felt that the CH must not only collect, but interpret and evaluate, that the CH should evaluate and not merely inform. They opposed the idea of a CH that just produces a list of abstracts, and said that there should be minimal standards by subject area, and quality control should be used to cut decision making time for practitioners.

Some felt that screening should be left to local agencies, and that the CH might devise a checklist or guideline to encourage standards. But the majority favored a process that might be summarized as follows: the CH must encourage the submission of all materials.

Either a first reader or review panel will then make both descriptive and evaluative comments on the material. The material will then be classified, and probably cross indexed. When filed, the criteria used for evaluation go with the material. When the material is requested it goes out with the evaluation and the criteria, and with a user reaction request. When the reaction is returned it too joins the material in the file, where it would then go along to the next requestor. In this way a number of reaction sheets would build up. Ideally the CH would refine the material based on the user feedback.

Finally it was recommended that if the CH were to reject materials, very clear and objective criteria for selection and non-selection should be made widely available, and that perhaps the experience of other CH's in this matter should be used as a model.

What materials should the CH handle? The following list is culled from all subjects mentioned once; anthropology; sociology; history; political science; literature; special education; pre-school and early childhood; parental involvement; legal; funding sources; project and program information; curriculum information including curriculums for adults; sources of information; human resources; statistical data; computer based programs; tests and information on manpower programs; vocational testing for adults; proficiency tests for adults; vocational education; learning modes and learning styles; instituting new programs; individual problems with students speaking different languages; cultural information; medical information; linguistics; information on low incidence minorities such as Samoans and Guamanians; population shifts; immigration patterns; civil and human rights of families, parents, and children; supportive services; career education; criteria and evaluation models; logs and raw data; information on unwritten languages; information on non-speaking such as autistic and mute; oral histories on tapes; demographic and socio-economic profiles of population in bilingual education; analysis of trends of federal and state legislation regarding tenure, certification, and interstate certification of bilingual personnel; commercial products and sources of information; materials should include books, reports, articles, instructional kits, tapes, films, and T.V.

The following topical areas were consistently selected nationally:

- Curriculum materials
- Tests and their evaluations
- Data collected on research projects, surveys and census

- Information sources in bilingual education
- Training material for bilingual education
- Federal legislation and guidelines
- Funding sources for research and training
- Effective classroom practices and unpublished ideas
- Human resources with names, addresses, telephone numbers of people with specific experience or knowledge
- Court cases and decisions
- Parental and community involvement
- Bilingual education for handicapped, special and gifted persons
- International data, research, and reports
- Demographic data and studies

Additional ideas about materials and services, included interpretative functions, such as identifying the conceptual framework of bilingual education as found in the Federal Statutes. The CH should commission and disseminate "state of the art" papers, or prepare them from its own materials. The CH should solicit materials from exemplary programs, R & D centers, community based programs, and commercial sources. It should exchange information and data with educational and commercial institutions to encourage cooperation. The CH must not be passive, it must aggressively identify projects and information sources and go after the information. In order to stimulate contributions it might exchange material with contributors. The CH should synthesize proposals and evaluations; should produce special reports and T.V. programs; should evaluate and translate research and methodology into forms suitable for classroom use. The CH should issue a description of projects in bilingual education and the purposes of their funding.

As contributors submit geographic, language, population information, the CH should be able to produce program guides. The CH should have a rapid and simple access, it should have a flexible format so that you can get more than you ask for if you have inadvertently limited your request. The CH should have personnel acting as liaison with users to help in information extraction and interpretation. Requests for information should be compiled and classified to give existing centers an idea of what the most urgent needs are. The CH should establish and disseminate a glossary of terms for data retrieval so that users can improve their requests. The CH must be focused biculturally as well as bilingually, and should provide the field with background on how contemporary education problems affect bilingual education.

In order for the CH to assure maximum collection of information it must secure State and Federal contract stipulation for filing of reports with the CH. It must also contact foundations and municipalities requesting the same or similar stipulation. The CH should also solicit information. It should advertise its services, and should have access to other CH's. It should use all agencies and institutions for acquisition and dissemination, and should avail itself of discipline oriented journals for both advertising and dissemination. The CH must keep turnaround time to a minimum. It should have a budget to purchase materials, and in the beginning should go after **all** the information. The CH should work with NIE to define the input from LAU and Title VII Centers. The CH should not only refer users to information sources, but should also refer to human resources near the user.

Finally the CH should have an "800" or toll free hot line, offering information on using the CH, answering limited inquiries, and making referrals to other sources. The hotline should be able to respond in various languages.

The CH should be a national depository for all kinds of information, and similarly its audience must be as wide as possible. The CH should directly reach and be available to, individuals, professionals, parents, teachers, administrators, researchers, bilingual protagonists and antagonists, industrial and commercial users, religious and non- profit organizations, private schools, and all taxpayers.

The CH should have special information for parents including current parent involvement models, helping children to learn, information on pupil progress, career opportunities, and financial assistance for themselves or for their children to study.

The CH should reach out to people directly and through intermediaries. It should use institutions and vehicles such as regional or national conferences. The CH should have a comprehensive mailing list.

One group felt that it would be too expensive to reach every individual, and that an indirect reaching out was all that could be expected.

E. PUBLIC RELATIONS

A large number of groups called for the CH to assume a strong public relations and information role. Although the specific reference was not always to "public relations" when the task being requested was analyzed it fell clearly into the realm of public relations.

Take as one example the recommendation that the CH brief or advise administrators and law makers in each state who have a role in education, of the nature, purpose, and legal basis of bilingual education.

One group put it like this: there must be a public relations function—it could be called an education function, but it would be to reach out to both the bilingual and monolingual public. Another recommendation called for a step-by-step procedure for developing legislation for bilingual education at state levels. Others were: the CH should guarantee the visibility of bilingual concepts; should make material available to conventional power structures, must do a national public relations job to demonstrate that children in bilingual education do achieve. The CH must help educate the public, too many people distrust bilingual education information. The CH should set standards to legitimatize and perpetuate bilingual bicultural materials.

The CH should work with national education associations to get them to incorporate bilingual education in their policy statements, and should serve lobbying groups, state legislators and the Congress, giving them detailed information on bilingual education. The CH should, in a very open way, fight for bilingual education and legislation in Washington, and it should work to achieve a national bilingual education policy. Some activity to create and implement a national policy must be undertaken.

The national policy should endorse the concept of language maintenance.

Most groups did specify public relations as a function of the CH. One group recommended that it be a major service and said that the public needs to know what bilingual education is and what it is not. The CH must develop and produce T.V. programs, materials and articles for the community and public at large. Public relations should be a major service particularly to state legislators who frequently are in the dark about bilingual education.

The public relations function was also seen as necessary to promote the overall aim of the CH which is chiefly to collect and disseminate information. The CH must address the lack of information about getting information, and the lack of public relations about bilingual education. The CH needs a public relations system so that potential users know it exists and what information is available. There should be a massive public relations program so that people are encouraged to submit materials and to publish.

Nearly half of the groups recommended a publication. This ranged from a periodic annotated bibliography with a maximum data base, to one group which called for the yearly publication of a research handbook, a monthly journal, and periodic subject reports. Three groups mentioned newsletters, and two groups mentioned a digest, one calling it a reader's digest of bilingual education—the publication should include teacher input, articles on pressing needs, and a periodic summary of bilingual information filed in the Federal Register. One group called for a brochure suitable for the public at large, and one group asked for a handbook of the most frequently asked questions about bilingual education.

In the process of providing public information, the CH should produce T.V. programs to keep parents and the community informed of what bilingual education is, its philosophy, current practices, and exemplary programs. Two groups felt that the CH should stimulate graduate student training, keep graduate students informed of the latest developments in the field of bilingual education, and make projections about the future professional needs of bilingual education.

Finally, one group wondered whether the CH could not sponsor a scholar exchange program, and one other group wanted the CH to help in any way possible to avoid polarization among different language groups.

F. THE CLEARINGHOUSE AND RESEARCH

Fully one third of the groups referred to a research function in the CH. Three groups wanted the CH to conduct its own research. One group expressed an urgent need for research. They cautioned against diluting the effectiveness of the CH by burdening it with too many responsibilities, but said that at the very least the CH should be a catalyst. Another recommendation was that the CH should have a sound research program as part of its information systems, and a third group said that the CH should get involved in research. It should facilitate and encourage research. It should aggregate past research and studies of critical issues in bilingual education.

Several groups identified a need for a national bilingual research and development center, and felt the CH could become such a center. But most groups were not as direct. They wanted the CH to stimulate research and evaluation on the impact of bilingual education; provide leadership, especially in research; facilitate potential researchers and the training of potential researchers in the collection and evaluation of data. Resources that could affect research should be shared, and the CH could conduct a research survey indicating what has been done, what is underway, and what needs to be done. The CH would establish what kind of research is needed or valuable for what geographic area of the country.

Finally, a side benefit of identifying research for the R & D community, would be to guide graduate and doctoral students so that their research could help in the development of the field of bilingual education.

G. DIRECT INTERPERSONAL ASSISTANCE

One item achieved the dubious distinction of provoking the greatest negative agreement at all the conferences. It was the question dealing with direct interpersonal services.

Nineteen out of the twenty-four groups rejected direct services as a function of the CH. Within groups the rejection was often expressed as overwhelmingly or unanimously agreed upon. Feelings ran from not wanting a super agency to be formed, to the belief that technical assistance as described in the discussion paper is far beyond the scope of the CH. It does not seem feasible, and to a large extent would be duplicative. The CH should refer problems of this nature to the proper center.

One group took a vote, and 86% voted against direct services. They said that direct services would dilute resources and be a duplicating effort, and perhaps centers and other special agencies would be supplanted. Another group took a stance of total dismissal—the discussion of interpersonal assistance and technical assistance was eliminated from their agenda. They didn't discuss it, because they felt it was not something that the CH should address itself to at the present time. Another group stated that a majority felt that the CH should not be involved in the area of consultation, as other agencies already have that function.

A few groups saw possible reasons for the CH to provide direct assistance. For example one group stated that only where gaps have been identified should the CH give technical assistance, and then only to the region or locality to close the gaps. Another group said, that only in rare cases where a language group (like some Native Americans), is not getting any help at all, should the CH offer technical assistance.

In one group, a minority of individuals felt that the CH should offer consultation to the classroom teacher. A classroom teacher they felt should be able to present the CH with a problem for suggestions and possible solutions.

Two groups dealt simply with the question: the CH should have a listing of personnel with appropriate expertise to deal with direct assistance.

H. FINANCING AND FEES

One group expressed the opinion that a funding level of $5 million to support all of the functions called for in Section 742, Title VII is unrealistic. The CH must be adequately funded and long term funding should be secured—some suggested an initial funding period of three years. The CH should be federally subsidized for the first five years said another group, it should not be funded on a year to year basis; it should have a minimum of five years of funding.

The question of funding for the CH was only mentioned by four or five groups. But the question of fees was discussed by a much larger number of groups. Fifteen out of the twenty-four groups, said the CH services should be free to individuals, and the great majority said some services ought to be free. Only one group felt that the clientele should pay for information and service.

Among the groups that called for some payment the following clarifications were offered: after the first five years of free service, certain costs could be borne by the client, especially the cost of publications. At first the clientele should not pay, particularly if the CH is federally funded. A prorated payment schedule should be created. Materials for parents may be free. Perhaps an annual subscription fee may be established. Some fees may be assessed to SEA's and LEA's. Fees could be on a sliding scale, so that community groups and people may get materials free or for some minimal amount. A high fee, and sometimes any fee at all, represents a form of censorship. Universities and other established organizations may be charged. Some information could be free, but additional copies, for example, might have minimal cost.

One group was explicit about fee structures. There might be a subscription fee, which could include a newsletter and a certain number of inquiries. There could be a variable scale of fees for groups, individuals, institutions, or research organizations. There could be three types of fees: a basic inquiry fee; a referral fee; and a fee for documents. Bibliographies, lists, searches, should be free said another group. Instructional packages might have fees, but there should be guidelines for determining fees. In certain cases, such as an expensive paper to reproduce, a payment could be required. Initial hardware should be financed by the government, and in the beginning services ought to be free. Gradually some flexible fees can be established. But this last group went on to add that institutional users should pay, individual users should have free access.

The recommendation that there should be no fee, made by a large majority of the groups was related to the following ideas: we worry lest the people who need the information most won't be able to afford it, a teacher should not have to pay for assistance; taxpayers are already paying for the CH, therefore they should not have to pay for services rendered; the clientele should not pay for assistance. The CH should be a part of the Federal commitments in support of bilingual education.

I. WHAT CAN BE DONE RIGHT NOW?

Right now, the CH should make public the reports of these conferences. It could also compile and distribute a list of all the federally funded bilingual projects; a human resource list; and a list of where information is currently available. The CH can make money available for services; identify what is in existence and what is being done; issue a newsletter as a resource for teachers; and the most important thing of all, promote bilingual education. The CH should immediately retrieve information from ERIC, and all other sources so it can be disseminated. The CH should conduct an immediate "state of the art" search, retrie[illegible] information on funding, laws, regulations, etc., on bilingu[illegible]tion. As an initial activity, the CH should compile all the Title VII evaluation reports, and other bilingual program evaluations, and should disseminate this information as soon as it begins to operate.

The first priority would be a directory of centers and research projects both publicly and privately funded. There should be a description of the basic role and scope of each project and a brief indication of the ongoing activities. This directory should be up-dated periodically, and should have wide distribution, including individual schools and community colleges, as well as the usual agencies.

Right now, the CH should provide a review service of existing resources, and it should try to implement the consortium idea for planning, basic research, and collecting information.

IV. CONFERENCE BY CONFERENCE RECOMMENDATIONS

As has been previously stated each of the six conferences followed the same agenda and format. After a morning plenary session during which participants were addressed by federal officials representing NIE and USOBE, participants were assigned to small discussion groups for four hour work sessions. Following the work sessions participants reassembled for an afternoon plenary session where group facilitators reported the major recommendations of each group.

Workshops were tape recorded, and the afternoon plenary sessions were transcribed by court stenographers. In addition, the work notes of each facilitator were collected, to be used in preparation of the final report.**

There was an open floor period after each facilitator's report for possible questions, clarifications or emendations.

Every conference was attended by a mix of people representing students, teaching, research, administration, and interested groups and organizations. But by far the greatest number of persons were administrators and the smallest number were teachers.

**N.B. Tapes, notes, and transcripts will be on file for an appropriate time at the Arawak Consulting Corporation in New York City.

All conference participants were asked to assign high, low, and medium rating to a number of topics that should be included in the clearinghouse. Participants were also asked to introduce new topics for consideration. These additional topics are presented at the end of the group recommendations. The most frequently mentioned ones are included in both **Section II, Summary,** and in **Section III** under the sub heading of **Acquisition and Dissemination.**

The items dealing with direct interpersonal assistance, were so frequently rejected that there was no point in including them in the final report.

What follows then, we hope, is a faithful presentation of the conference by conference, group by group recommendations.

Please note that in order to preserve the oral flavor of the recommendations a minimum of editing was applied. Therefore some awkward phrases and constructions may be encountered in the following pages.

Conference #1—San Diego, California

Facilitators: Irene Hightower
Olivia Martinez
Dr. Shitala Mishra
Dr. Rosaura Sanchez
Iris Santos Rivera
Dr. Jose Soler Tossa
Dr. Ronald Sousa

Number of Participants: 100

GROUP ONE

1. The CH** should be national in scope and should be supportive of the bilingual efforts around the nation, rather than a passive collector of information. It should gather material beyond Title VII and from other countries.
2. A funding level of $5 million to support all of the functions called for in Section 742, Title VII is unrealistic. The CH must be adequately funded.
3. A majority rejected all of Section 2, that is, Direct Interpersonal Assistance in solving problems and all of the items in that section.
4. An editorial review panel should be established to achieve a quality control mechanism, and should involve individuals with identified expertise.
5. The CH should sponsor further conferences to discuss the issues, and the CH should have a newsletter.
6. The CH should provide training and preparation of personnel to achieve broad understanding and use of the clearinghouse, it should include films and should remember the need for parental involvement.
7. The CH should have a list of personnel with appropriate expertise to deal with direct interpersonal assistance and problem solving.
8. The audience of the CH should be parents, teachers, and any other professionals involved or who may be interested in getting involved, in bilingual education.
9. The CH should not include the efforts already handled by other centers and networks.
10. The CH should have a public relations function, disseminating information to everyone. It could be called an education function, reaching out to bilingual and monolingual communities. The CH should have a toll-free telephone service for basic information.

**The symbol CH shall be used to denote the clearinghouse

GROUP TWO

1. The CH should be a national storehouse of information, like a vast computer, with an adequate format for the collection and classification of information, and a consistent delivery system.
2. The CH should accept all materials with all types of information, cultural, medical, psychological, linguistic, etc., relating to the child in the classroom.
3. The CH should not be involved in the screening process. The screening process should be delegated to state and local agencies and to resource areas. However, criteria should be established to evaluate materials.
4. A majority felt that the CH should not be involved in the area of consultation, as other agencies already have that function.

4a. A minority of individuals feel that the CH should offer consultation services, that these services should be made available to the classroom teacher. A classroom teacher should be able to present the CH with a problem for suggestions and possible solutions.

5. The CH should provide one type of training: how to use the CH.
6. Future groups should have the Title VII network explained to them prior to dealing with the conference questionnaire.
7. Groups other than teachers and administrators should be established for input into the National Conferences, e.g., cultural, health, psychological areas should be queried as to informational needs.
8. The CH must be able to give immediate responses when information is requested.

GROUP THREE

1. The CH should be centered around three major categories: collect, analyze, and disseminate information. Any other functions would only dilute resources.
2. The CH should be available to individual practitioners and with a simplified access.
3. Response or turn around time, must be minimal if the CH is to be useful.
4. The CH should be intimately connected to all education agencies, and should serve all linguistic groups.

5. There ought to be criteria for screening. Some room for user assessment should be provided but the CH must use criteria in collecting and disseminating information.
6. All pertinent information should be admitted to the CH such as, teacher training, bilingual models, and all Title VII exemplary programs.
7. Direct interpersonal and problem solving is definitely out of the scope of the CH. About 86% of our group felt very strongly about this. It would delete the resources and be a duplicating effort. And perhaps centers and other special agencies would be supplanted.
8. Initial hardware should be financed by the government, and in the beginning services ought to be free. Gradually some flexible fees can be established. Institutional users should pay, individual users should have free access.
9. In order to achieve coordination between the CH and other programs a board of directors or advisors should be established.

GROUP FOUR

1. CH should be the one central place able to provide information on all aspects of bilingual education.
2. There is a need for sessions such as todays' to be held throughout the year.
3. A committee should be formed to review what problems other CH's have encountered.
4. There must be a clarification of the role of the CH and the Dissemination Centers for Title VII in order to avoid duplication of effort. The CH could act as a referral agent also where further information could be obtained.
5. There must be some kind of regulation to insure quality materials. A criteria must be established and reviewers from various regions of the U.S. would comment on materials. Solicitors would thus have a basis on which to use the material.
6. There is a need for different kinds of information for different needs. Instead of defining who the people/users will be, the material could be organized in terms of subject areas such as curriculum, teacher training, community, evaluation. For example, in curriculum, commercial materials that are available, project development materials.

7. There is a need for the community to be provided brochures and information on various aspects of bilingual education. There is a need for a massive public relations program so that people will be encouraged to send materials and to encourage publication.
8. All state and/or federal grant awards should include a clause that stipulates that materials will be sent to the CH.
9. The functions listed under question 3a, b, c, and d should be dropped from the CH or barring a complete elimination, a close qualification of who should receive these kinds of services must be made.
10. The CH should be open to teachers, administrators, industry, legislators, etc. It should make helpful models available to the users.
11. A policy should be written into the CH contract to insure that the community will be involved.
12. The CH should reach both individual resources and use institutional intermediaries.
13. It should be the responsibility of the CH to see that there is a flow of information between and among the Title VII centers.
14. The clientele will pay for services. A prorated payment schedule should be created. Materials for parents may be free. Perhaps an annual subscription may be established.
15. In order to encourage effective use of information among the bilingual community a board consisting of members from different supporting centers and including parents, should be established. This board would set policy based on input they received from users. The board would meet at least twice a year and perhaps have workshops twice a year, and they would also sponsor workshops on how to use the system.

GROUP FIVE

1. The CH must not replace or duplicate the existing bilingual centers. It should provide information and referrals to the centers rather than try to duplicate functions, and it should try to fill the gaps that exist in the present center system.
2. Requests for information should be compiled and classified to give existing bilingual centers an idea of what the most urgent needs are in the field so that they will focus, plan and develop materials based on these needs.

3. The CH should concentrate in three basic areas: 1) information that is national in nature; 2) information of an interregional nature; 3) residual information such as innovative and experimental ideas and programs.
4. There is a need to find and disseminate information on little known, or low incidence minorities, such as Samoans or Guamanians.
5. The CH should not provide or hire consultants, should not house or disseminate curriculum, should not institute new programs, nor evaluate these programs.
6. Trouble shooting teams such as GAC's should not be developing materials, and should not be used for program consultation for the CH. These teams should be strictly for technical assistance.
7. No direct interpersonal assistance or problem solving should be provided. The CH should only tell where the information is to be found.
8. It should be required that materials developed be submitted to the CH. Even materials developed with private or foundation funding.
9. We recommend the addition of important topical areas. (See end of this section).
10. The CH should have an advisory group to assure representation and input from clients and users.
11. We do not recommend charging for services.
12. The CH should include everything that is relevant to bilingual education. The material should be annotated and described.
13. There should be no screening. Only from the point of view of relevancy. Never screening for quality. The consumers should decide what they need and what they want.
14. A budget should be set aside for the CH to purchase materials.

ADDITIONAL TOPIC AREAS

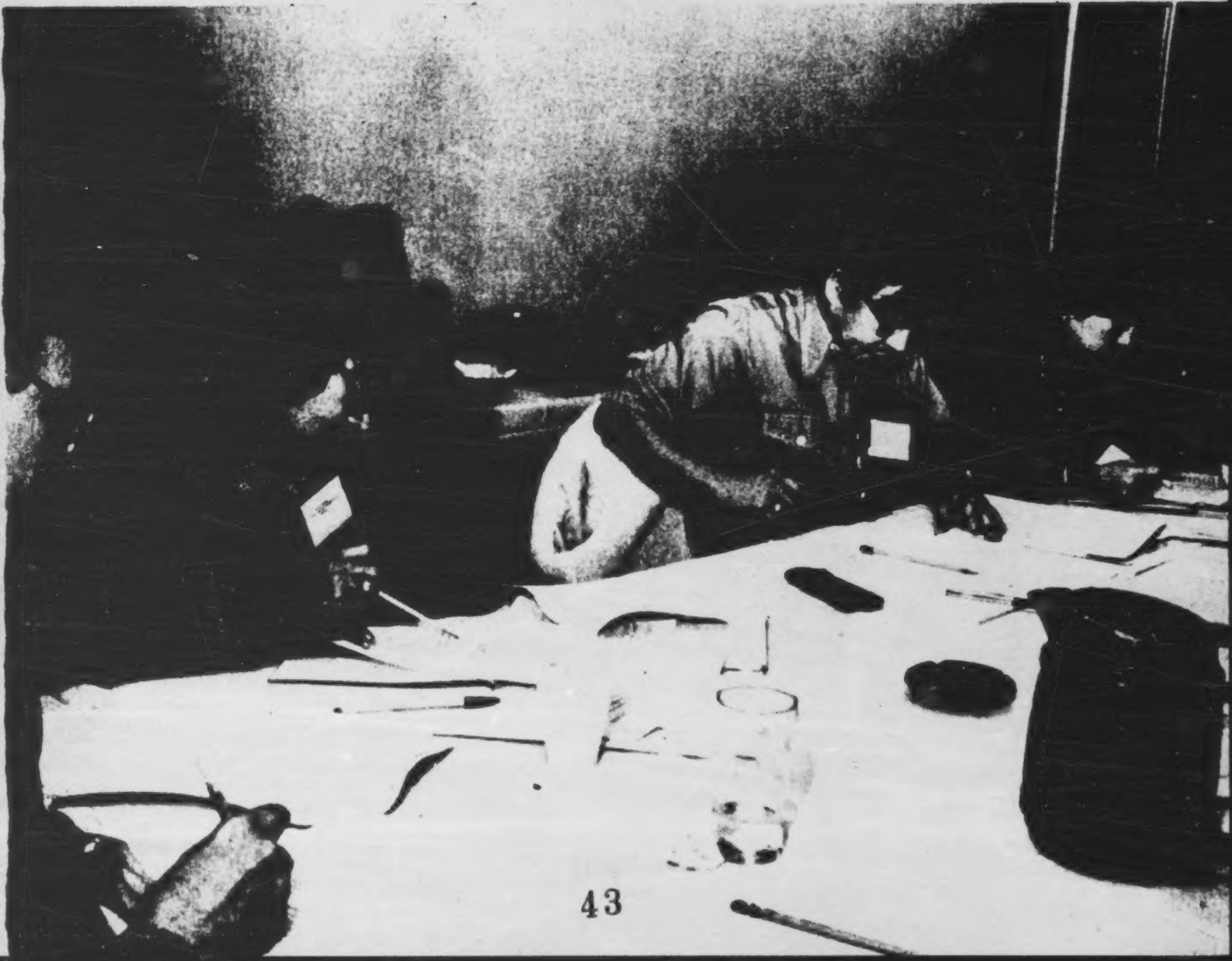
- Foreign research & reports in bilingual education
- Counseling and guidance in bilingual education
- Parent and/or community involvement information
- Affective domain
- Models in material, teaching methods, pupil grouping

- Studies related to culture
- First language instructional methodology
- Second language instructional methodology
- Comprehensive program planning
- Demographic studies
- Non-approved classroom and innovative ideas
- Language studies
- Integrated curriculum

Conference #2—Seattle, Washington

Facilitators: **Willard Bill**
Dr. Pio De Cano
Dr. Juan Juarez

Number of Participants: 47



GROUP ONE

1. The CH must analyze immigration trends in order to determine where immigrant groups are coming from and where they are settling, and whether or not bilingual programs or institutions exist to handle new immigrants.
2. The CH must institute an immediate and thorough search for quality bilingual educational materials.
3. The CH should be a national information center with a number of regional offices designed to distribute basic information on bilingual and bicultural programs that are now in operation. Information to be provided would include methods of teaching, curriculums, funding resources, and human resources.
4. The CH must have a national policy committee which must become the policy making body for the CH. The board would be composed of users, members of different language groups, and should also allow for geographical representation.
5. The CH must include Asian-American perspectives and sensitivity, and for that matter so should DHEW Region X, the U.S. Office of Education, and NIE. To the best of our knowledge there is no Asian-American staff person at any of these government offices.
6. Administrators and law makers in each state having to do with education concerns should be apprised of the nature, purpose, and legal basis of bilingual education.
7. The CH must consult and provide for needs of potential users in school districts where no bilingual services are available but where the need exists for such programming.
8. NIE should establish all policies and operational definitions of CH input from LAU and Title VII networks.
9. The CH should define specific services or training so that people can use existing information systems.
10. The CH should provide access to the information sources available to a particular community.
11. The CH should keep students working toward graduate degrees in bilingual education informed of what is going on in the field of bilingual education.
12. In our experience information dissemination has been untimely, inconsistent, and not generally available to the community. There is a

great difficulty in creating linkages between different language groups. Therefore the CH should provide coordination between and among the communities, resource centers, and academic centers.

13. Our group felt that minimal standards ought to be set by topical areas in terms of screening information, and quality control should be used to cut down decision making time by practitioners.
14. The CH should make materials available to conventional power structures, lobbying groups and members of the state legislation. An automatic dissemination process should be established. The CH should guarantee the visibility of bilingual concepts.
15. Coordination must be decentralized, and we should coordinate the activity of any CH with the other service agencies. A mission statement between all service centers and the CH should be worked out in order to clarify the mission of each agency.
16. Our group felt that the clientele should pay for information and service.
17. The CH must do a public relations job nationally. It must demonstrate that children in bilingual programs do achieve. It must avail itself to help educate the public.

GROUP TWO

1. The first recommendation is to evaluate and translate research and methodology into applicable forms or into an applicable form for classroom use.
2. The CH should conduct an immediate "state of the art" search, retrieving information on funding, laws, regulations, etc., on bilingual education.
3. The CH should have a regional aspect. The regional CH won't provide technical assistance but would provide coordination, cooperation, and communication between the Title VII resource centers, the SEA's, universities, and other bilingual programs.
4. There should be a policy board which should include persons from the SEA's, center directors, and community consumers.
5. Who should receive services? Any non-profit organization, church, private school; all those eligible should receive all information services.
6. We questioned whether the CH should give parents technical assistance and whether parochial or private schools including Indian

reservation schools—which are considered private schools—should these schools be provided assistance?

7. We worry lest the people who need the information shall not be able to pay for it—therefore we say that if the request falls within the scope of the CH's work there should be no charge.
8. Some provision should be made for the areas of handicapped and special education. Also non-speaking, autistic, the deaf, the blind.
9. There should be screening. A screening panel should comment on the material before it goes into the file. Some description should be given, i.e., language, level, etc.
10. The CH should have a flexible format so that you could get your information even if you ask the wrong question.
11. All programs should be required to file at least one copy of everything they do with the CH.
12. All of the information sources such as labs and centers, universities, school districts, federal agencies, GAC's, Title VII, SEA's, commercial publishers, etc., should be identified. A mechanism for notification and information gathering should be developed by the CH.
13. What are the civil rights of the family; what are the civil rights of the children; of the parents; these need to be spelled out in the CH so we reach the whole audience rather than just one audience.

GROUP THREE

1. Parents and communities definitely need to be included in the training aspects or the information and sharing aspects of the CH.
2. The trend of increased demands on administrators to provide bilingual programs will lead to demands on the CH to provide accurate information in planning, implementing, and developing bilingual programs for the schools.
3. The CH should closely watch the field of adult vocational education and its relationship to bilingualism.
4. The CH must establish a data bank.
5. A trend to watch for is the changing attitude of government itself. This affects the type of information generated by bilingual programs and other related programs. One example of this is the changes in rules and regulations from 1965 to 1975.
6. The CH should have information on the following: legal, funding sources, project and program information, curriculum information,

sources of information, studies originating in other countries, human resources, statistical data, computer programs. Tests and information on manpower and vocational testing for adults, proficiency tests for adults and vocational education.

7. The CH should have information on learning modes and learning styles.
8. The CH should provide step by step procedures in developing legislation for bilingual education at the state level.
9. Some screening of information entering the CH is needed. Perhaps a program report or information submission format should be developed. But the CH should be unbiased in its intake of information.
10. The CH should provide a synthesis of proposals and evaluations, as we believe information is more useful in a synthesized form. We should be able to feed in specific information on population, language, and culture; the CH should be able to produce a good model given the information that we submitted. CH should also prepare special reports and T.V. programs, etc.
11. Too many people distrust bilingual education information. CH could set up standards which will legitimize, develop, maintain, and perpetuate bilingual/bicultural materials.
12. We need the following assistance: in curriculum selection, instituting new programs, program evaluation, individual problems with students speaking different languages, and also dealing with agencies currently charged with implementing services but which are doing it inadequately now.
13. The CH should establish protocols for interaction between agencies serving bilingual communities.
14. The CH should play a strong public relations role for bilingual education.
15. The CH should give priority to training people in the use of information. Technology should be kept simple, especially with regard to rural areas, where equipment in schools is not sophisticated.
16. There is a need for a master plan for bilingual education. There is a massive need for coordination, and to upgrade and add quality to existing programs, and to developing programs. In order to achieve these things a master plan is needed.
17. Can the CH work as a liaison/exchange scholar program?

ADDITIONAL TOPIC AREAS

- Bilingual education for the handicapped
- Strengthen LEA's, R & D capacity
- Protections, (Sec. 504)—Vocational Amendments 1974
- Bilingual education for the gifted
- International data
- State legislation mandating bilingual education
- Parent advisory council & parent training
- Non-speaking
- District by district goals and objectives
- Material consortiums for materials, training, research
- Crucial issues in education in relation to BBE curriculums
- Low incidence languages

Bilingual Clearinghouse

Conference #3—Chicago, Illinois

Facilitators: Dr. Ricardo Fernandez
Helen Marcyan
Frank Ventura

Number of Participants: 34

GROUP ONE

1. We felt that no trend was significant enough, important enough at the moment, that would or should influence the CH, or the formulation of the CH itself.
2. One perception that we felt the CH might verify or deny is that there seems to be a dearth of materials for the secondary level. That is material from above the sixth grade.
3. CH should have a system where the user can easily get to the material at the time that it is needed—a relatively short time.
4. Some material would already be screened. For example, an article in a journal or publication with a peer-review. Other material would need comments from the first receiver at the CH. These comments should be descriptive, indicating level, age group, etc., and not be dealing with the quality of the material. Our consensus was that material should not be screened per se; it should first be collected and later on some criteria developed for categorization. It should not be screened at the beginning.
5. We recommend that within the limits of law, an advisory council or policy board be established. Such a board would supervise the CH and see to it that the CH would do what people in bilingual education want it to do.
6. The CH should consider having a research function. We have an urgent need for research. However we were aware of diluting the CH by asking it to undertake too many functions. At the very least the CH should act as a catalyst for research, turning over to others topics needing research.
7. We should use other vehicles, such as the Mid-west Conference, the International Conference, and the Regional Conferences, to get the benefit of educational organizations into the establishment of the CH.
8. The CH should develop a handbook of the most frequently asked questions about bilingual education.
9. We should deal with the Big Six (i.e. largest national education organizations). We should know what they would like in a CH.
10. We recommend that at the next three conferences, New York, San Antonio, and Miami, the structure be abandoned. Instead open the workshops to free discussion, as ours turned out to be.
11. The CH should immediately retrieve information from all sources so we can disseminate it. ERIC and other sources.

12. A glossary of terms should be used for data retrieval, so that you could get the information on a different topic than you sought.
13. The CH might use national education organizations, many based in Washington, D.C. as both collectors and disseminators of bilingual information.

GROUP TWO

1. The CH should support the analysis of the concepts of the existing documents, both for and against bilingual education. Practitioners and professionals in the field should be acquainted with the positive and the negative.
2. There is opposition to simply a mechanical list of abstracts. We feel a need for annotated bibliographies and critical evaluations of documents. In some cases the CH service may be limited to just the listing and distribution of abstracts.
3. In order to stimulate submission of documents and use of the CH, a system of giving for getting should be established. If you give something, you should get something.
4. The CH must emphasize a public relations role. The general public needs to find out what bilingual education is and what it is not. The CH must develop T.V. programs, materials, and articles, not just for professionals but for dissemination to the networks, LEA's, and SEA's, and the community and public at large. This public relations role should be a **major** service particularly to state legislators who very often are in the dark about bilingual education.
5. The CH would help establish what kind of research is needed or valuable for what geographic area of the country. There must be help in identifying research for the R & D community.
6. The CH must establish and make widely known a very clear, objective, criteria for the selection or nonselection of any material.
7. The CH must consult users on a regular, periodic basis, to evaluate material and to revise it based on feedback. The CH must not be passive, but should actually reach out and search for feedback. This must be a worked out mechanism. It cannot happen naturally. The CH should concentrate on quality rather than quantity.
8. The CH has a significant function to serve and that is in helping to identify or formulate a sound theory behind bilingual education. The deficit model needs to be replaced by a model of the soundness of bilingual education.

9. The CH should limit the use of interdisciplinary teams to that of assistance at the state level.
10. The CH must cooperate with the Title VII network. It should not try to bypass that structure and deal directly with the people that the network is already serving.
11. The CH should absorb and train for short periods, staff members from LEA's and SEA's, rather than sending people out to the field to deal directly with local staff.
12. The CH should look for and contact potential CH users, not currently connected to any bilingual projects or programs.
13. The CH should have a well defined function. A clear and concise statement of purpose and services to be rendered must be prepared. This will encourage cooperation.
14. Some fees may be assessed to SEA's and LEA's. Fees could be on a sliding scale, so that community groups and people may get materials free or for some minimal amount.
15. The CH should employ one person to handle customer relations.
16. An outside evaluation mechanism should be an integral part of the CH. On a regular basis, persons or groups, would be commissioned to evaluate the effectiveness of what is being done.

ADDITIONAL TOPIC AREAS

- Parent/community involvement and organizations
- State and local legislation
- Alternative programs and options
- Special education
- Certification standards
- Justification of bilingual education for general public
- P.E.R.T. plan for SEA's to implement bilingual education
- Management plans for heterogeneous classroom
- Theory of bilingual teacher training models
- Plans for parents to implement BE where state mandate exists but local board is resistant
- School district rights

Conference #4—New York, New York

Facilitators: Evelyn Colon LaFontaine
Dr. Angelo Gimondo
Jean Francois Genay
Shirley Munoz
Alejandro Rodriguez
Ana Villegas
Jacob Wong

Number of Participants: 107

GROUP ONE

1. The CH should identify relevant criteria and new evaluation criteria for bilingual educational assessment.
2. Resources within the CH that could affect research should be shared. The CH should facilitate potential researchers, and the training of potential researchers in the collection and evaluation of data.
3. The CH structure should be one of collection, analysis, dissemination, and feedback on the quality of the information gathered, revision and refinement of that information, so that you have a continuous process.
4. Human Resources should be a part of the CH, complete with a data bank.
5. A systems approach should be used in the construction of the CH. This approach should identify the total bilingual resources, should continually evaluate its services, and there should be a mechanism whereby uninitiated users (people who are not researchers) are able to get information from a hot line which would direct them as to how to gain access to the information in the CH. The hotline should be able to respond in several languages.
6. The CH should articulate with such users as private industry and media.
7. The technology function in the CH should be able to enhance language educational planning at national, state and local levels.
8. The CH should provide information on population shifts, immigration growth, the rights of new immigrants, and finally, the CH should identify the conceptual framework of bilingualism as found in the Federal Statutes.

GROUP TWO

1. The function of the CH should be that of collecting data and materials (without duplicating those activities existing in other agencies) and making it available to a large public. At least in the beginning stages, the CH's primary concern should be all the information.
2. The discussion of interpersonal assistance and technical assistance was eliminated from our agenda. We didn't discuss it, because we felt it was not something that the CH should address itself to at the present time.
3. There is a tremendous need for the gathering of material, and the CH

should address itself to not only the collection, but the interpretation and evaluation of those materials.

4. The CH should be considering as a priority bilingual education for all handicapped children.
5. The CH should disseminate that kind of information which, in our opinion, is not suggested in the documents available to us; dissemination of information on supportive services, career education, and emphasizing the curricula at the adult level.
6. The CH should publish a journal on bilingual education, where documents relevant to the pressing and immediate needs of the bilingual community would be published. Some thought should also be given to a reader's digest of bilingual education.
7. The CH should act as a liaison with special agencies.
8. The CH should establish a national council. It should include representatives from service and professional organizations, and community representatives. By community, we mean all communities affected by the CH.
9. The CH as an initial activity should compile all the Title VII evaluation reports, and other bilingual programs, and should disseminate this information as soon as the CH begins to operate.
10. All the services of the CH should be free of charge.
11. Long-term funding should be secured—some suggested an initial funding period of three years.
12. The CH should establish a comprehensive mailing list in bilingual education.
13. The needs of language groups should be the primary concern of the CH.

GROUP THREE

1. We urge that the following conferences include more teachers. They are the ones that deal in bilingual education, and we did not have one teacher in our group that is satisfied.
2. The CH should get involved in research. It should facilitate and encourage research. It should also aggregate past research and studies of critical issues in bilingual education.
3. The CH should coordinate services, and the relationship between regional centers and the CH should be clearly defined.

4. The CH should not duplicate services. It should make available information on everything that has been done in the different regions.
5. Access to the CH, should be easy, simple, and fast.
6. The CH should be accessible to parents, teachers, administrators, and researchers.
7. The people who run the CH should be from the education field. Assessments of studies must be done by bilingual people in the field.
8. The CH should be jointly administered with the Title VII network. (This was not shared by all members of the group.)
9. The CH should make available all education materials to various specialized needs, such as films, film strips, and tapes. It should bring people together to share information and ideas.
10. The CH should make available evaluative comments on materials, books and curricula.
11. The CH should make available information as to the "state of the art" on a nationwide basis.
12. The CH should in a very open way fight for bilingual education and legislation in Washington.
13. The CH should not at all get involved in inter-personal assistance. It should refer problems of this nature to the proper center.
14. The CH should not censor materials. Users should have information available, and they will decide what is good or bad. The CH should not screen information at all.
15. A national policy committee of users should be formed as soon as possible. It should assist in the design of the CH. It should include all segments of the educational community. The staff of the CH should be true representatives of the bilingual educational community. Both the staff and policy committee should represent all ethnic groups.
16. The CH should have a national newsletter.
17. The CH should be free in many cases. A high fee, and sometimes any fee at all represents a form of censorship. Universities and other established organizations may be charged.
18. The CH should work to help achieve a national bilingual education policy. Some activity that helps to create and implement a national policy must be undertaken.

GROUP FOUR

1. The CH should serve the purpose of coordinating all existing programs, such as Title VII or other similar programs.
2. The CH should establish a national policy on bilingual education.
3. There is a need for one national center, which should include all language groups, and such center should be centrally located and should serve all of the needs related to bilingual education.
4. The CH should be a source of information, rather than getting involved in direct technical assistance to the field.
5. The CH should help in any way that it can to avoid polarization among different language groups.
6. The CH should facilitate access to logs and raw data. Such data should be converted into usable form for the researcher or user.
7. The user should decide if the data is worthwhile or not. Others felt that certain screening might be in order in certain cases, so that the user is not inundated by poor material. Such data should then be accompanied by the criteria used by the CH in determining the suitability of such materials.
8. Grantees ought to demand that recipients of such grants make all usable information generated by programs available to the CH.
9. As far as audience is concerned, everyone should be included. In terms of providing information for parents, one technique might be the use of T.V. programs which would keep the community informed about bilingual education, what it is, its philosophy, current practices, and exemplary bilingual programs.
10. The CH should deal with both individuals and organizations.
11. The CH should provide background information on how other contemporary educational problems affect bilingual education.
12. The overwhelming feeling was that services ought to be provided free of charge. In certain cases such as an expensive paper to reproduce, a payment could be required.
13. A national advisory council should be established, and be representative of parents, groups, administrators, teachers, ethnic groups, etc.
14. The CH should commission and disseminate papers on the "state of the art," and should produce television programs.

GROUP FIVE

1. The CH should not assume the responsibility for technical assistance unless the services are not available on the local level.
2. The CH should draw up a list of activities of the different existing organizations dealing with bilingual education and the services that they do provide. In this way the CH can do what existing agencies are not doing, and perhaps its major role could be to serve as a pipeline of existing information.
3. The CH could create a research survey indicating what research has been done, what is underway, and what needs to be done. This would be useful to guide graduate and doctoral students so that their research could help in the development of the field of bilingual education.
4. The CH should stimulate research on the impact of bilingual programs in different communities, and it should generate abstracts dealing with specialized bilingual education.
5. Add to the list of items for inclusion in the CH the following: special education, information to parents, pre-school bilingual perspectives, and early childhood. The CH must be focused biculturally as well as bilingually.
6. Screening should be at the local level, but the CH could create some guidelines, e.g. a checklist that would be made available to the local agencies.
7. Services of the CH should be available to anyone and adapted to the needs of every particular group.
8. The CH should devise a system of identifying projects and information for dissemination. Instead of waiting for information it should go out to communities to identify what is there that could be disseminated.
9. There should be a regional council, in conjunction with the national council. This would insure participation of regions and regionalized interests; insuring a local approach instead of a national control approach. The council should have input on policy and on staffing to insure that there will be a wide representation of different groups.

GROUP SIX

1. We see two distinct trends in bilingual/bicultural education. One sees a maintenance function that would include the larger society, and this is the view of most workers in the field. Then there is the trend that sees bilingual/bicultural education as a transitional, compensatory

education which leads to assimilation. This latter view is often the perspective of legislators, administrators and the majority group at large.

We feel that the CH should pursue the establishment of a national policy which supports bilingual/bicultural education for all groups.

2. The CH should stimulate research and evaluation on the impact of bilingual education.
3. The CH should assist in moving away from the trend of catchall bilingual training and move into specialization such as linguistics, language development, early childhood, and special education.
4. The CH must address the lack of information about getting information, and the general lack of public relations regarding bilingual education.
5. The CH should serve essentially as a referral center to identify where the information can be found.
6. The CH should facilitate communications among all of the existing centers that are providing information, and should supplement and coordinate their activities.
7. The CH should not censor materials. However, the CH should set up criteria by which to evaluate materials. Not all materials need screening, but there is a need to maintain quality and standards in information and materials.
8. We felt that technical assistance to the degree that it is described in the discussion paper is far beyond the scope of the CH. It does not seem feasible, and to a large extent would be duplicative. Only where gaps have been identified should the CH give technical assistance, and then only to the region or locality to close the gaps.
9. The CH should identify local people who can act as consultants or technical advisors and should have such a bank of people and expertise.
10. We believe it is beyond the scope of the CH to help parents other than by the provision of information through newsletters or journals.
11. The national advisory board should include parents among its broad representation.
12. The CH should reach professionals directly and through intermediaries.

13. The CH should encourage the input of teachers, perhaps through a journal.
14. The CH should seek to promote cooperation among regional centers, and professional associations. This could be done perhaps by sponsoring workshops and conferences.
15. A resounding no, to should clientele pay, particularly at the initial stages of the CH, particularly if it is federally funded.
16. The CH should not be funded on a year to year basis; it should have a minimum of five years of funding.
17. More teachers, more parents, and more professional organizations should be involved in the initial setting up process of the CH.
18. The CH should analyze the trends of both federal and state legislation, tenure laws, certification practices, and interstate certification practices of bilingual personnel.

ADDITIONAL TOPIC AREAS

- Bilingual material for specialized and handicapped education
- Adult bilingual education non-vocational
- Parents and community organization information
- Bilingual counselling and career materials all levels
- Abstracts of research projects
- Information on immigration
- Demographic projections
- Lists of Federal and State administrators in B.E.
- Teacher certification guidelines
- English instruction with bilingual education
- Bicultural and cross cultural studies
- Progress in bilingual programs primary and high schools

Conference #5—San Antonio, Texas

Facilitators: Dr. Ernesto Bernal
Lydia Calonge
Joel Gomez
Amali Perkins
Dr. Frank Pino
Dr. Gloria Zamora

Number of Participants: 94

GROUP ONE

1. The CH should provide referrals and access to organized information in the form of specialized topics.
2. The CH should collect and disseminate research findings to date, as well as evaluation reports at all levels.
3. The CH should create a condensed, regularly scheduled periodical summarizing bilingual information filed in the Federal Register.
4. The CH should issue a description of projects in bilingual education and the object of their funding.
5. In order to avoid duplication of effort the CH should clearly define its role to other institutions.
6. The CH must not intimidate other institutions by hints that a gradual takeover of their functions and roles would take place.
7. The CH should cooperate with other institutions in projects which would require the fiscal resources of more than one institution.
8. A board of directors much like a council of education, should be established for the CH. Some members might be elected, others would automatically sit by virtue of their positions in other organizations.
9. Taxpayers are already paying for the CH, therefore they should not have to pay for the services rendered.
10. The CH should advertise its services through all media throughout the year.
11. A digest, a journal, or a newsletter should be published by the CH.
12. Anyone who wants to use the CH services should be able to do so. The CH should have intermediary agents to help teachers, parents and organizations in using the services.
13. CH information must be very carefully classified to maximize usage by a diverse population.
14. There was no difficulty in achieving a consensus on the following: "We do not want a super agency to be formed." Direct services through technical assistance was overwhelmingly disapproved of by the group. Any kind of direct services were voted a clear no by the group.
15. Finally, the following questions are raised with reference to trends

and perceptions. How can we find out what exists in the area of bilingual education right now? What kind of research questions have been asked? What are the answers? What are areas of conflict, and what questions need to be asked? Where can we get a description of all Title VII projects since 1968? Where can we get their evaluations? Where can we get all of this without having to pay thirty cents a page?

GROUP TWO

1. The one trend that may affect the CH is that an increasingly broader based constituency is developing. Large groups now want responses to their cultural and linguistic needs.
2. There are now more and better prepared centers to make demands on the CH.
3. There is a trend to visualize the global nature of bilingual education. Do we consider bilingual materials only, or materials that can be useful to bilingual education?
4. We do not have a complete picture of what exists. We should have better organization of the present dissemination centers, so that their existence and the services that they are capable of providing are better known.
5. In discussing the topical areas, we added six more and then ranked them. In our opinion, if you were trying to rank from a multi-perspective then you have to rank practically all of the items high.
6. Yes, information must be screened, as there are materials not worth putting into a retrieval system. Screening processes used by other CH's should be reviewed and their expertise should be built on.
7. The CH should solicit information from exemplary bilingual programs, from R&D centers, from IHE's, as well as from community based programs.
8. We felt unanimously that almost none of the direct interpersonal services are the domain of a CH.
9. The community of users is everyone.
10. The CH should store information on parental involvement for use by parents and others.
11. The CH can not reach individual professionals directly because that would be a very expensive task. An indirect reaching out is all that we can hope for.

12. The grantee, the people who respond to the RFP's, must come up with a viable method or network to insure a two-way communication between the CH and Title VII, LAU's, SEA's, etc.
13. We caution that an alternative manner to reach professional organizations could be through an advisory board. However, we expect this to be difficult to manage and unwieldy.
14. At one point in our discussion the observation was made that we were developing ideas for someone else to develop a proposal. And there was a feeling that a contractee had already been designated.
15. A teacher should not have to pay for assistance.
16. The CH should serve as a focal point of information but we don't see where the word "all" would ever be possible in collecting information.
17. To represent interests the CH may have a system of checks, an advisory board, regional conferences, or a measurable set of objectives. We did not select any one of the preceeding methods for endorsement.
18. We don't think that the function of a CH is to monitor use of information. The CH must provide information, and then it's up to those who are closest to the programs to monitor the use of the information.

GROUP THREE

1. The CH could help to define national needs in bilingual education, and would help to coordinate the activities and communicate the activities of various agencies and institutions at the local, state and federal level.
2. The CH will help to alleviate duplication of effort and could help to incorporate locally developed materials into national usage, since resource centers do not necessarily function as dissemination centers.
3. The basic function of the CH should be to gather, to classify, and to disseminate information. This should be done with professional personnel.
4. The CH should have a yearly publication which would handle research and development materials, a handbook of sorts. A monthly journal should be published and there should be periodic subject reports.

5. In the collection of information there should be descriptions and notations which include parameters of what is included.
6. The CH should not limit itself to education or bilingual education, but should include anthropology, sociology, history, political science, . literature and other disciplines as well.
7. There should be very little, if any, technical training assistance provided, with the exception of training on how to use the information.
8. The CH should attempt to maintain a neutral position in terms of advocacy or nonadvocacy for bilingual education.
9. There should be no quality control incorporated at this time.
10. All agencies and institutions should be utilized for dissemination, as well as publications and journals of a discipline oriented nature.
11. There should be a national policy board consisting of 15 members which would be representative of ethnic, sex, geographic, discipline, and client interest orientations. How the board is formed we did not conclude, except to voice a strong objection to an appointed board. The board's policy should be neutral. It should not be an advocate, and it should transcend political boundaries and changes in administrations.
12. The CH should be Federally subsidized for the first five years. After that certain costs could be borne by clients.
13. The first priority for the CH would be a directory of centers: Federal, State and local; research projects both government and privately funded; other agencies in related programs such as manpower, migrant education. There should be a description of the basic role and scope of each project and a brief indication of the ongoing activities. The directory could be updated periodically, and should have a very wide distribution including individual schools, and community colleges as well as the usual agencies.

GROUP FOUR

1. The CH should do no screening. The ultimate user must determine the value of the material.
2. To insure that all information reaches the CH a massive reporting system is needed.
3. The CH should not be involved in trouble shooting.

4. The CH should not provide training except in the use of the system itself.
5. All teachers should be included in the CH audience. Parents and professionals could use the information but the goal ought to be for all taxpayers and consumers to have access to the CH.
6. The CH should try to reach individual professionals directly.
7. The CH should provide coordination through a linkage of existing systems; it should identify the publications of disseminator centers; and it should have a system to facilitate and get material.
8. The CH should share information and materials through formalized packages with institutions and universities.
9. The CH should provide educational and commercial institutions with a data base at no or little cost in order to encourage cooperation.
10. At first the CH should not charge.
11. The CH should act as the focal point for all information.
12. The CH must stay oriented to the user and must receive regular feedback.
13. Right now the CH can make money available for services; establish parameters; do strong planning; identify what is in existence and what is being done; and the most important thing of all, promote bilingual education; issue a newsletter as a resource for teachers.

GROUP FIVE

1. The prime function of the CH would be to coordinate and stimulate collaborative efforts in the area of research, development, and dissemination of information between existing entities which currently emphasize bilingual education.
2. The CH should establish a matrix of goals and content areas. The matrix would generate questions that could be announced to the public in the hope of getting answers to the gaps in information.
3. The CH should identify what is going on in the various entities; it should cause collaboration between the entities; it ought to disseminate information especially on gaps in knowledge.
4. The CH should provide leadership to the respective entities, especially in what is needed in research.

5. The CH should strengthen the existing entities.
6. The CH should in its leadership capacity begin to impact through information sharing. It should begin to influence national associations to incorporate in their policy statements sections on bilingual education.

GROUP SIX

1. The CH should undertake a national bilingual needs assessment.
2. The CH should assume the cost of providing information to all sources. Bibliographies, lists, searches, should be free. Instructional packages might have fees. But there should be guidelines for determining fees.
3. The CH should have a toll free 800 number to spur inquiries.
4. The staff of the CH should have specialists who can act as liaisons between the user and the information.
5. The CH should refer users to specific sources of information or answers, but it can also refer users to individuals who are resource persons near the user.
6. The CH must be responsive to professional and practitioner, but also to laymen who may not speak English and who may not be able to pay.
7. We were concerned by overlap and possible take-over of function by the CH, and so we said the CH should ***supplement*** the work of ongoing centers.
8. The CH must have an international orientation and function, with information exchanges with other countries.
9. The CH must not only respond but it must initiate. It must make contact with antagonists of bilingual education as well as protagonists.
10. The CH should make evaluative judgments about educational materials, and not merely inform.
11. The CH should serve state legislators and Congress, giving them detailed information about bilingual education.

12. The CH should call small conferences of scholars and practitioners to deal with selected topics.
13. The CH must be accountable and it must be responsive, but above all it must be aggressive if it is going to be effective and to realize the goals we have listed.

ADDITIONAL TOPIC AREAS

- Periodic journal
- Parental and community involvement information
- Evaluation of CH disseminated materials
- Materials from specific disciplines
- Description of capability of centers and agencies in BE
- Translation of research into classroom practice
- Needs assessment information and design
- Bicultural elements in BE
- Evaluation designs and applicability
- Bilingual education in other countries
- Assessment of information available

Conference #6—Miami, Florida

Facilitators: Dr. Robert Fontenot
Eneida Hartner
Luis Vasquez

Number of Participants: 42

GROUP ONE

1. The CH should incorporate a sound research program as part of its informational system.
2. The CH should provide the field with more concise demographic information.
3. The CH should provide assistance with unwritten languages and should include oral history on tape.
4. Staff development procedures should insure the translation of information for greater assistance to users.
5. A Board of Review would oversee quality control and could select materials to be included in the CH.
6. The CH should have training packets; should have trainers for resource and consultation; and should offer training in how to use the CH.
7. The CH needs to stimulate training of graduate students for LELS, and should be able to make projections about future personnel needs in bilingual education.
8. Anyone with a need should have access to the information in the CH.
9. The CH should have a public relations system so that potential users know that it exists and what kind of information is available.
10. The CH should have special information for parents as follows: current practices in parent involvement and training; helping children to learn; information on pupil progress; career opportunities; financial assistance for themselves or their children to study.
11. The CH should serve as a national depository for all kinds of information.
12. Some types of minimal information could be provided on a non-cost basis, but additional copies might have minimal cost.

GROUP TWO

1. The CH should avoid any duplication of services and should be mainly a referral system, giving information about one organization to others.
2. We ranked the files and said the LELS and Human Resources files had priority. The lowest priority went to the file on studies in other

countries. We added a file separating curriculum materials produced commercially from those produced with Federal funds. We thought there should be a public relations file.

3. We felt there should be no screening. There should be a classification system to facilitate access, but not to evaluate information.
4. Federal grants should provide budgets for dissemination of materials to the CH.
5. The CH should solicit material, it should advertise its existence, and it should have access to other data bases or CH's.
6. The only personal assistance the CH should perform is on using the informational system.
7. The CH should only make referrals for trouble shooting. Referrals to either groups or individual consultants.
8. The CH should always work on a referral system. If services do not exist the CH should contact someone to develop the services, but the CH should not develop services itself.
9. As a referral system only, the CH should not charge fees.
10. The CH should be accessible to all, and therefore could make referrals for parents as with any other user.
11. The CH should try to reach individuals as much as possible.
12. The CH should have a newsletter.
13. There might be a subscription fee, which could include a newsletter and a certain number of inquiries. There could be a variable scale of fees for groups, individuals, institutions, or research organizations. There could be three types of fees; a basic inquiry fee; a referral question fee; and a fee for documents.
14. The CH should be the focal point on bilingual education.
15. To assure community interest is represented, the CH could use an evaluation which should be included in the proposal. An advisory council could also serve the purpose by having national representation including parents, students, professionals, network centers, and local advisory councils.
16. The CH should be advertised, have newsletters, and public relations.
17. Right now, the CH should make public the reports of these conferences. Also a list of the 400 or so federally funded projects.

Finally, a human resource list, and a list of where information is currently available.

GROUP THREE

1. The CH should not screen for quality. The user is the final arbiter. There may be advisory boards of users that may help in categorizing information, but not screening for quality. We did not want controls on different levels or censorship.
2. The CH should be formally defined in terms of data collection, data storage, and the referral of data to users on demand.
3. The CH should create a periodic annotated bibliography. Data base should be maximum.
4. The CH should not offer technical assistance or trouble shooting.
5. Only in rare cases where a language group (like some Native Americans) is not getting any help at all, should the CH offer technical assistance.
6. The CH should provide one kind of training: on how to use the CH.
7. The CH should create coordination under a consortium model to cover needs without overlapping.
8. The clientele should not pay for assistance. CH should be a part of the Federal commitments in support of bilingual education.
9. The CH should not be the answer for all.
10. The CH should have a policy regulating board.
11. Right now the CH should provide a review service of existing resources, and it should try to implement the consortium idea for planning, basic research, and collecting information.

ADDITIONAL TOPIC AREAS

- Demographic data
- Public Relations information to local communities
- Assessment and evaluation procedures
- Information on transition from Federal to LEA responsibility for program
- Activities of lobbies for and against legislation
- Writing system development
- Digests of information for laymen and busy executives

V. Appendices

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Public Law 93-380
93rd Congress, H. R. 69
August 21, 1974

An Act

To extend and amend the Elementary and Secondary Education Act of 1965, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education Amendments of 1974".

Education Amendments of 1974.
20 USC 821 note.

"TITLE VII—BILINGUAL EDUCATION

"SHORT TITLE

Bilingual Education Act.
20 USC 880b note.

"SEC. 701. This title may be cited as the 'Bilingual Education Act'.

"PART C—SUPPORTIVE SERVICES AND ACTIVITIES

Bilingual education research.

"SEC. 742. (a) The National Institute of Education shall, in accordance with the provisions of section 405 of the General Education Provisions Act, carry out a program of research in the field of bilingual education in order to enhance the effectiveness of bilingual education programs carried out under this title and other programs for persons of limited English-speaking ability.

Competitive contracts.

"(b) In order to test the effectiveness of research findings by the National Institute of Education and to demonstrate new or innovative practices, techniques, and methods for use in such bilingual education programs, the Director and the Commissioner are authorized to make competitive contracts with public and private educational agencies, institutions, and organizations for such purpose.

"(c) In carrying out their responsibilities under this section, the Commissioner and the Director shall, through competitive contracts with appropriate public and private agencies, institutions, and organizations—

"(1) undertake studies to determine the basic educational needs and language acquisition characteristics of, and the most effective conditions for, educating children of limited English-speaking ability;

"(2) develop and disseminate instructional materials and equipment suitable for use in bilingual education programs; and

"(3) establish and operate a national clearinghouse of information for bilingual education, which shall collect, analyze, and disseminate information about bilingual education and such bilingual education and related programs.

"(d) In carrying out their responsibilities under this section, the Commissioner and the Director shall provide for periodic consultation with representatives of State and local educational agencies and appropriate groups and organizations involved in bilingual education.

Appropriations.

"(e) There is authorized to be appropriated for each fiscal year prior to July 1, 1978, $5,000,000 to carry out the provisions of this section.".

Effective date.
20 USC 880b note.
Ante, p. 505.
81 Stat. 816; 84 Stat. 151.
20 USC 880b.

(2)(A) The amendment made by this subsection shall be effective upon the date of enactment of this Act, except that the provisions of part A of title VII of the Elementary and Secondary Education Act of 1965 (as amended by subsection (a) of this section) shall become effective on July 1, 1975, and the provisions of title VII of the Elementary and Secondary Education Act of 1965 in effect immediately prior to the date of enactment of this Act shall remain in effect through June 30, 1975, to the extent not inconsistent with the amendment made by this section.

20 USC 880b-11 note.
Ante, p. 505.

(B) The National Advisory Council on Bilingual Education, for which provision is made in section 732 of such Act, shall be appointed within ninety days after the enactment of this Act.

"Other programs for persons of limited English-speaking ability."
Ante, p. 504.
86 Stat. 360.
20 USC 1607.
Post, p. 607.
Post, p. 578.
Post, p. 609.

(b) Section 703(a) of title VII of such Act is amended by adding at the end thereof the following:

"(8) The term 'other programs for persons of limited English-speaking ability' when used in sections 731 and 732 means the program authorized by section 708(c) of the Emergency School Aid Act and the programs carried out in coordination with the provisions of this title pursuant to section 122(a)(4)(C) and part J of the Vocational Education Act of 1963, and section 306(a)(11) of the Adult Education Act, and programs and projects serving areas with high concentrations of persons of limited English-speaking ability pursuant to section 6(b)(4) of the Library Services and Construction Act.".

MEMORANDUM

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION

TO : Assistant Secretary for Education

DATE: FEB 9 1976

FROM : Commissioner of Education
Director, National Institute of Education

SUBJECT: Memorandum of Understanding Between NIE and OE

The attached Memorandum of Understanding between NIE and OE regarding implementation of Part C, Section 742(c) of Title VII of the Bilingual Education Act (P.L. 93-380) has been approved by both the Commissioner of Education and the Director of NIE. We believe the document provides guidelines and operational definitions sufficient to perform the required tasks in a cooperative manner. The NIE and OE staff have been working cooperatively in the development of a national clearinghouse. The attached Memorandum of Understanding was jointly written. Its approval will formalize existing relationships and tasks. We jointly recommend that you approve the document.

FOR THE NATIONAL INSTITUTE OF EDUCATION

Harold L. Hodgkinson
Harold L. Hodgkinson, Director
1/23/76
Date

FOR THE U.S. OFFICE OF EDUCATION

Terrel H. Bell, Commissioner
2-7-76
Date

OH APPROVED: Virginia Y. Trotter
Virginia Trotter
Assistant Secretary for Education

2-11-76
Date

MEMORANDUM OF UNDERSTANDING BETWEEN THE NATIONAL INSTITUTE OF EDUCATION AND THE U.S. OFFICE OF EDUCATION CONCERNING THE DIVISION OF RESPONSIBILITIES UNDER THE BILINGUAL EDUCATION ACT (P.L. 93-380), TITLE VII, PART C, SECTION 742(c) AND (d)

The purpose of this memorandum is to identify the areas of responsibilities for the National Institute of Education (NIE) and the U.S. Office of Education (OE) within the Education Division of the Department of Health, Education, and Welfare (DHEW), headed by the Assistant Secretary for Education (ASE), relating to bilingual education as mandated in P.L. 93-380, Title VII, Part C, Section 742(c) and (d) of the Bilingual Education Act.

1. It is hereby agreed by the signatory organizations that the overall division of responsibilities for administering Section 742(c) will be as follows:

Section Citation	Responsibility
Sec. 742(c) (1)	Joint. NIE has lead responsibility
Sec. 742(c) (2)	Joint. OE has lead responsibility
Sec. 742(c) (3)	Joint. NIE has lead responsibility

   Joint responsibility refers to the equal sharing of responsibility by both agencies for the accomplishment of the overall task.

   Lead responsibility, as used in this document, means that the designated agency will be responsible for developing management plans for program activities to accomplish the mandates of the legislation.

   The specific areas of responsibility will be delineated after the program activities associated with each subsection have been clearly spelled out and agreed to by both agencies.

2. All competitive procurement activities under Section 742(c) will involve equal voting membership from NIE and OE. Procurement documents such as RFP's and bidder's proposal review criteria will have joint preparation and review boards. Both agencies will participate fully in review of contractor performance and decisions regarding changes, continuations, or terminations of contracts supported under these authorizations. The agency having responsibility for program activity within a subsection will chair such boards or panels and will monitor contracts funded thereunder.

3. Programmatic meetings will be held as frequently as needed, but not less than once each quarter. Beginning in January, 1976, a joint NIE-OE Policy meeting will be held at the initiation of the ASE to agree on policy, to communicate past developments, and to coordinate future plans concerning those bilingual education activities coming under the purview of both agencies.

4. Nothing in this memorandum is intended to preclude joint funding and coordination of bilingual education activities under the respective authorities of the signatory agencies outside of Section 742.

5. The source of support for program activities associated with each of the three subsections will be negotiated between OE and NIE.

6. The Commissioner and the Director jointly shall call periodic meetings to comply with requirements of Section 742(d).

FOR THE NATIONAL INSTITUTE OF EDUCATION

Harold L. Hodgkinson
Harold L. Hodgkinson, Director
1/23/76
Date

FOR THE U.S. OFFICE OF EDUCATION

Terrel H. Bell, Commissioner
2-7-76
Date

APPROVED: Virginia Y. Trotter
Virginia Trotter
Assistant Secretary for Education

2-11-76
Date

SIX PHASE CLEARINGHOUSE PROCESS

PHASE I — A recently completed preliminary design study sponsored by the U.S. Office of Education to explore technical alternatives for the clearinghouse.

PHASE II — The Conferences and a synopsis of comments and results.

PHASE III — Immediately following Phase II, implementation of some of the near term recommendations.

PHASE IV — A more systematic design of the Clearinghouse relying on the results of the first three stages.

PHASE V — A full implementation of the Clearinghouse.

PHASE VI — Establishment of Clearinghouse.

BILINGUAL CLEARINGHOUSE CONFERENCE

AGENDA

Time	Activity
8:00- 8:30 a.m.	Registration
8:30- 9:30 a.m.	Plenary Session Welcoming Remarks
9:30- 9:45 a.m.	Background Material Review
9:45-10:00 a.m.	Coffee Break
10:00-12:00 a.m.	Small Group Working Sessions
12:00- 1:00 p.m.	LUNCHEON
1:00- 3:00 p.m.	Small Group Working Sessions Conclusions
3:00- 3:15 p.m.	Coffee Break and Soft Drinks
3:15- 5:15 p.m.	Plenary Session Working Group Reports Discussion on Recommendations Summary Remarks

Appendix

INFORMATION NEEDS IN BILINGUAL EDUCATION

A Stimulus For Discussion

October, November, 1976

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I. INTRODUCTION

A leading research team* on bilingual education recently wrote, ". . . (Since 1967) a large number of bilingual programs have been initiated, considerable sums of money have been invested in research into bilingualism, and numerous conferences on the aims of bilingual education have been held. In spite of all this activity and the vast range of literature on bilingualism, it is not easy for the seeker after information on bilingual education to find out what he wants to know. Even the members of the present team, with more time and greater resources than are usually available, have not found the location of useful information an easy task." There, succinctly, is the information problem for bilingual education. If a group dedicated to intensive use of knowledge on bilingual education finds information hard to find, how can the school principal in Nome, Alaska, or even the legislative aide to the U.S. Senate Subcommittee on Education be expected to cope with the ever-increasing requirements for knowledge?

The Congress, recognizing this need in bilingual education, mandated in the education amendments of 1974 the establishment of a national information clearinghouse on bilingual education with these words:

> ". . . Establish and operate a national clearinghouse of information for bilingual education, which shall collect, analyze, and disseminate information about bilingual education and such bilingual education and related programs."

We are left to interpret the intent of Congress. The term "clearinghouse" conjures up a wide variety of images in the minds of different individuals. To some it may mean a referral center, to others an institution for answering questions, to yet others a center for coordinating existing informational activities, while to some it may connote engaging in public relations. Because there are so many divergent views of what a clearinghouse should be and how it could be made to be most effective, the National Institute of Education and the U.S. Office of Education have decided to encourage the people most concerned to help us as we design it in order to satisfy the information needs of the bilingual community and other interested individuals. Accordingly, this paper is being sent out as background material for a series of six conferences whose objective is to address the specific needs of a clearinghouse. (See the Conference agenda.) We expect a wide range of desires and priorities to be expressed at the conferences as individuals as diverse as teachers and legislators, administrators and parents, school principals and researchers examine together how a bilingual information clearinghouse might best serve bilingual education.

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*Manuel Ramirez III, Ronald K.S. Macaulay, Alexander Gonzalez, Barbara Cos, Manuel Perez. Spanish-English Education in The United States: Current Issues, Resources and Recommended Funding Priorities for Research, 1975.

It may be too much to expect consensus on all the issues that will be raised. However, a synposis designed to capture the essence of the conferences will be sent out to the participants and to others who could not attend, for their comments.

Arriving at a full-fledged clearinghouse can be viewed as a six phase process.

Phase I	— A recently completed preliminary design study sponsored by the U.S. Office of Education to explore technical alternatives for the clearinghouse. (See Appendix for the recommendations collected by the contractor.)
Phase II	— The conferences and a synposis of comments and results.
Phase III	— Immediately following Phase II, implementation of some of the near term recommendations.
Phase IV	— A more systematic design of the clearinghouse relying on the results of the first three stages.
Phase V	— A full implementation of the clearinghouse.

Of course, the clearinghouse will undergo constant review and adaptation after it begins operation. In a sense, that represents a continuing Phase VI for the lifetime of the clearinghouse.

This paper is intended to provide some background and stimulus for Phase II, the conference discussions, and to raise questions whose answers could well determine the nature of the clearinghouse. We look forward to your active participation, and hope to stimulate a deep examination of information needs in bilingual education and the ways a clearinghouse might respond to them.

II. BACKGROUND

Since 1967 we have seen a dramatic surge of interest and activity in bilingual education. Title VII of the Elementary and Secondary Education Act is sponsoring 425 bilingual educational projects around the country. Court decisions, especially Lau vs. Nichols, Serna vs. Portales Municipal Schools of New Mexico, and Aspira of New York vs. Board of Education of the City of New York are placing increased pressures on the schools to attend to the needs of children whose English language skills have not been fully developed. State educational agencies are initiating their own programs, often mandated by the state legislatures. Language and ethnic groups are, in some instances, successfully applying leverage on local school districts. In short, it is a time of rapid change and rapid generation of new information as well. But the diffusion of information may lag considerably behind the changes themselves and the knowledge gathered about them.

The education of our 3.6 million school-age children with limited English language skills (LELS) has in fact been undergoing some fundamental shifts in policy. Until quite recently, the practice has been to teach non-English-speaking children to become fluent in English by merging them into English-speaking classes. As an Office of Economic

Opportunity (OEO) report in 1973 put it, ". . . the vast majority of non-English speaking children were placed into regular public school programs where they were expected to sink or swim." In some schools with a large number of children sharing a "vernacular" language, programs of teaching English as a second language (ESL) were instituted. As the bilingual education movement gathered momentum, language teaching alone was seen by many as an inadequate approach for the more fundamental problems facing the children and their families. Cultures were being destroyed or dissipated. In many instances children, encouraged by the assimilationist approach in the school, were breaking with the traditions of their families. Although the consequences of such a breakdown are complex, many in the bilingual community have viewed them as harmful to cultural integrity and child development. The bilingual education movement has tried to encourage alternative directions in education particularly (1) facilitating a transition from reliance on the home language to becoming fluent in English, and (2) maintaining the language and culture of the children and their families as a source of strength and pride. These new ideas have been introduced relatively rapidly (largely over the last ten years), especially when compared with the glacial changes usually encountered in American education. The energy and velocity of the bilingual education movement has created in its wake a new set of demands for information and knowledge by just about all segments of American education. Educators, administrators, parents, and Federal planners, to name but a few, want to know what works in what settings, especially in the classroom.

Yet, there are already many sources of information—information centers sending out reports on request, State and local offices of bilingual education, newsletters, the Title VII Network, journals, ERIC, professional associations, libraries, and community groups. Aren't we flooded with information? If so, why aren't those most in need of information receiving it? Or are they?

Is the apparently limited use of the current information a result of structural and procedural inadequacies in the flow of information—inadequacies that can be rectified by a well designed clearinghouse? Or are the limitations inherent in the nature of the education establishment itself? If the former, then we have reason for optimism in dealing with the problems. If the latter, a clearinghouse could arouse unreasonable expectations without satisfying them.

Before we consider the design of an effective information clearinghouse to meet the various needs, it is important to understand how information is used by those who are responsible for improving education for LELS children and adults. It would be relatively easy to emulate the workings of a traditional library or add another clearinghouse to ERIC but individuals concerned with bilingual education have recognized the limitations of such approaches. As H.L. Mencken said, "For every problem there is a solution which is short, simple, logical, and wrong." The bilingual clearinghouse should not be determined solely by existing information resources and traditional approaches. Rather, we should attempt to find out what information needs exist and ***then*** propose a design to satisfy them.

Examples of Information Needs

Because information is so pervasive we sometimes take for granted the role information plays in almost all our activities. To set the stage for an effective discussion of the issues we face in developing a clearinghouse in bilingual education, let us consider some examples of specific information needs in a variety of settings. The information using patterns suggested below are in no way restricted to bilingual education. Indeed, several studies have shown that individuals throughout education do not usually avail themselves of the extent and useful knowledge.

In the Classroom. To take a hypothetical example, about half the children in a second-grade bilingual class in Miami have grown up speaking some language other than English and the others have never been exposed to any language but English. Among the countries represented by the families of this polyglot classroom are Guatemala, Indonesia, Vietnam, Argentina, Pakistan, Peru, and Cuba. The teacher, unprepared by training and perplexed by the problems of finding materials or understanding cultural differences of this mixture, turns to outside help. The teacher may never have heard of Title VII, may be only dimly aware of the full range of ERIC services, and may be stymied in a search for assistance. Even if the teacher were aware of the resources, it is doubtful he or she could take the time to track down the specific information needed. Instead, over a cup of coffee in the teacher's lounge, a colleague who had taught the second grade the previous year, ignoring the available knowledge, offers a few suggestions and the teacher gratefully accepts them. All the relevant information outside the school remains untouched, and the mistakes and distortions along with useful knowledge are passed on. Such is the experience of thousands of teachers around the country.

In the Legislature. Although Federal and State legislatures are far removed from the teacher and child, their policies on legislation affect education profoundly. Legislators usually resort to hearings for information. But hearings rarely yield an organized analysis. The fate of most programs depends on the legislators' interpretation of the realities of bilingual education. To act rationally, they need to know the expected costs and the amount of time to assess the outcome of experimental programs. And, perhaps most of all, legislators need to know the reaction of the affected communities to the specifics of bilingual education. On some bilingual issues, data exist but are too disparate to be intelligible. Various communities have expressed themselves on bilingual education in their schools, but no one has collected and presented the comments in a form that legislators readily assimilate and use. Even the few comprehensive evaluations of bilingual education programs have not been merged into a coherent picture of what works and what doesn't. A recent report of the U.S. General Accounting Office entitled "Bilingual Education: An Unmet Need" has documented many of these information gaps.

In the Research Laboratory. Of all the groups involved with bilingual education, researchers make best use of formal information services. The formal communication processes using journal articles, conferences, and reports are relatively accessible to researchers. They also tend to belong to "invisible colleges" where information is passed on by personal contacts and informal communication. Yet, as the remarks that opened this paper indicate, even researchers are often stymied in their search for information. Perhaps the rapid growth of bilingual education is responsible. But as bilingual programs mature and change their character, the problems may actually be exacerbated.

Raw data of evaluations, assessments, surveys, and censuses represent a kind of information perhaps of peculiar value to researchers and analysts. It is difficult or impossible for researchers to obtain the stored data generated on projects other than their own. While others may require only the results of research and analysis, researchers are consumers of the raw data. With the almost pervasive use of computers for data analysis, raw data are usually stored on cards, magnetic discs, or magnetic tapes. For example, evaluations of many projects are ***de rigeur*** and the data are frequently stored in computer readable forms, but a researcher will be frustrated in an attempt to test a hypothesis by analyzing the data collected from a number of different projects. The computer readable data are inaccessible; they might as well be missing.

The results of international studies are another source of data difficult to come by. Bilingual education may be relatively new in this country, but the Soviet Union, Canada, Belgium, South Africa, and other countries have been "in business" for much longer than the United States, and have generated most of the existing research literature. Some foreign studies are well known, e.g., the St. Lambert's immersion experiment in Quebec, or the study of the differences in language development between bilinguals and monolinguals in Afrikaans/English. (Both these studies showed that bilinguals were superior to monolinguals on some critical development scales.) But there have been few attempts to organize the experiences of researchers in other countries for use by American researchers and analysts. Of course one problem has been the need for translation for some of these findings into English for use by American researchers.

In the Information Centers. In the past ten years, a number of new information centers have cropped up to serve the educational community. They have been supported partly by money from ESEA Title III or other Federal and State programs, and stimulated by the success of such centers in other fields, as well as by the realization that education was wasting a valuable resource—knowledge. In more recent years bilingual education has capitalized on this useful idea, especially with the Title VII Network of centers, and even before that with centers in Illinois, Texas, California, and other states. These or similar organizations will undoubtedly exist regardless of any national informational program. Because many information centers tend to have a local character, they are potentially useful links between information sources and the local users. But, clearly, there is evidence the educational community does not make optimum use of the information centers. Certainly one of the reasons is their recency—the word hasn't gotten around yet. But it is clear that an important reason is the degree of comprehensiveness of the information a center can offer. Unless an information center is exceptionally well funded, it cannot hope to collect and acquire all the information it needs to respond to requests. It will probably be limited in the range and depth of services it can provide. It will certainly not be able to construct and maintain elaborate files from which to draw. In short, a center should have access to all the "packaged" information that its ultimate clients need. In addition, the center needs detailed information on what other centers specialize in, what kinds of retrieval systems exist and how to use them, and, in general, a fairly complete picture of the information resources of the country as they relate to bilingual education.

The previous examples are merely suggestive of the kinds of problems some of you face almost daily. Rather than try to "crystal ball" what kinds of information you need, we encourage you to reflect on your own experiences and interpret them during the conference.

III. POTENTIAL OF A BILINGUAL EDUCATION CLEARINGHOUSE

The bilingual education clearinghouse can offer many services and products—at this stage it may be too early to restrain our imagination on the possibilities. We tentatively suggest five major objectives of the clearinghouse:

1. transfer of information and materials on bilingual education.
2. direct assistance on solving problems, whether in the classroom, the administrative office, or the local community.
3. coordination of bilingual education information activities throughout the nation.
4. aggregation and analysis of information in bilingual education.
5. communication to the research, development and policy groups of gaps in knowledge, techniques and materials.

The clearinghouse, as a national resource, could stimulate all actions that will lead to attaining the five objectives. In some instances, it may mean simply encouraging existing organizations to continue to serve or to improve their services. Or it may mean actually providing services for which a national clearinghouse is best suited. It could also mean setting up innovative experimental services that could eventually be assumed by other organizations.

The following section lists some of the services and outputs that could help satisfy each of the five objectives; in some cases the services may already be satisfactorily provided. It is unlikely that all the services can be offered, especially in the short run. Indeed, one of the purposes of the conferences is to identify the services and output that are most useful. This section does not deal with the process to arrive at the outputs and services, such concerns being the responsibility of the clearinghouse designer.

1. Transfer of Information and Materials

a. Referrals and access to reports, monographs, books, articles, bibliographies, and newsletters, either by (1) some identifier of the individual document, e.g., title or author or (2) in response to a general inquiry e.g. "all articles on early language immersion experiments."

b. Referrals and access to organized information as specialized topics, e.g.:
   (1) Federal legislation and guidelines
   (2) Court cases and decisions
   (3) Funding sources for research and training
   (4) Data collected on research projects, surveys and census
   (5) Curriculum materials
   (6) Approved classroom practices and unpublished ideas
   (7) Management practices, techniques, and systems
   (8) Information sources on bilingual education
   (9) Human resources with names, addresses, telephone numbers of people with specific experience or knowledge
   (10) Training materials for bilingual education

- (11) Contractors and publishers working in bilingual education
- (12) Federal and State level programs and projects in bilingual education
- (13) Locations and schedules of workshops and conferences
- (14) Programs in bilingual education at colleges and universities
- (15) Professional job opportunities in bilingual education
- (16) Tests and their evaluations
- (17) Collections of local newsletters
- (18) Vocational education programs and adult education programs

c. Selective dissemination of information (SDI)—individually tailored (by profile) sets of documents or references sent out periodically.

d. Document abstracts.

2. Direct Interpersonal Assistance on Solving Problems

*a. Arranging and conducting workshops for teachers, administrators and parents

*b. Assistance in defining problems

*c. Substantive help in assessment or selection of curricula or tests

d. Methodological assistance in evaluation

*e. Interdisciplinary teams for help in formulating and assessing bilingual education programs

*f. Training assistance in the optimal use of specific curriculum materials

*g. Assistance in organizing conferences

h. Assistance and training in preparing films, video tapes, etc.

i. Assistance in evaluating technology

j. Assistance in using information systems

k. Data processing consultation and assistance

l. Translations of documents

*Service offered by the Title VII network of centers and/or by Lau Centers.

3. Coordination of Bilingual Education Information Activities

a. Publishing an annual "state of bilingual education information"

b. Setting up exchange programs for information personnel

c. Sharing publication and processing facilities

d. Developing common information output formats, where desirable

e. Setting up training of information specialists

f. Integrating the clearinghouse with an R&D Center

g. Sharing marketing strategies

h. Organizing national conferences of professionals in bilingual education information

4. **Aggregation and Analysis of Information**
   - a. Analyzing key topics affecting bilingual education
   - b. Translating technical documents into forms appropriate for various uses and backgrounds of individuals.
   - c. Developing a series on bilingual education for radio or T.V.
   - d. Analyzing trends in bilingual education programs
   - e. Aggregating results of studies e.g. evaluations, demographic data etc.

5. **Communication to R&D and Policy Groups**
   - a. Publishing questions received by the clearinghouse (and other information services) where the available knowledge is insufficient to provide answers
   - b. Collecting from users comments on knowledge gaps and transmitting to the R&D community
   - c. Feeding comments from users on priorities of research, development and policy data.

IV. TITLE VII NETWORK OF CENTERS

During the first five years (1969-1974) of the major legislation influencing Bilingual Education, the training of teachers and acquisition of curriculum materials were left to the individual enterprise and initiative of the grantees.

Instructional materials developed within special projects were limited and disseminated through infrequent conferences as well as by informal means. Training components were limited to short-term inservice sessions under basic instructional programs with few credential and/or degree oriented components sponsored cooperatively with institutions of higher education.

The Bilingual Education Act and the 1976 Program Rules and Regulations established to carry out the Act reflect in part, the experience of the program's operation since 1969 and the results of formal evaluations conducted at the national level by the U.S. Office of Education and at the local level by the Title VII projects. Program evaluations have consistently pointed to critical shortages of adequately trained teachers and appropriate curricular materials for bilingual education. The U.S. Office of Education's response has been defined as the "Capacity-Building" strategy which is directed at using significant amounts of Title VII program resources to: (1) encourage the training of teachers for bilingual education projects and of training the teachers of those teachers; (2) promote the materials development, materials dissemination and technical assistance aspects of the national program.

The National Network of Centers

The legislative amendments of 1974 authorize the Office of Bilingual Education (OBE) in the U.S. Office of Education to support service centers for programs of bilingual education. OBE has since established a national network to integrate three types of centers: Resource Training Centers, which provide immediate services to local educational agencies; Material Development Centers, which provide materials in the language of the target groups being served; and the Dissemination and Assessment Centers, which assess, publish and distribute the materials developed.

Resource Training Centers are authorized to carry out the training of teachers, administrators, paraprofessionals, teacher aides, parents and other persons associated or preparing to be associated, with a program of bilingual education. Persons eligible for such training also include persons employed by institutions of higher education and State educational agencies who are receiving Title VII funds for training through basic programs of bilingual education, training programs, or fellowships for preparing teacher trainers. The training resource centers provide training in such areas as (1) the use of bilingual educational practices, techniques and methods, (2) the use of instructional materials for programs of bilingual education, including procedures for field or pilot testing of such materials, (3) the selection and use of appropriate instruments for measuring the educational performance of children of limited English-speaking ability, (4) means of involving parents and community organizations in programs of bilingual education and of incorporating into such programs the use of available cultural and educational resources, (5) the development and implementation of procedures to evaluate the impact of programs of bilingual education, and (6) any other skills which the Commissioner determines would facilitate the success of program of bilingual education.

Materials Development Centers are authorized to work on (1) the development of instructional and testing materials for use in programs of bilingual education, and (2) the development of materials for use by institutions of higher education in preparing persons for vocations in the field of bilingual education.

Dissemination and Assessment Centers are charged with responsibility of: (1) publishing and distributing instructional and testing materials for use in programs of bilingual education and by institutions of higher education in preparing persons for vocations in the field of bilingual education, (2) assessing the effectiveness and applicability of materials described above with respect to various language groups of limited English-speaking ability and (3) assessing the need for instructional and testing materials on the part of children of limited English-speaking ability.

During Fiscal Year 1975 the U.S. Office of Education funded a total of eighteen centers which formed the network of the Supportive Services in bilingual education. In Fiscal Year 1976 the U.S. Office of Education has increased the number of centers to thirty-two in an effort to better serve the needs for materials and services in different areas of the country. Each center is responsible for a "geographic service area" to help avoid duplication of effort and to meet the needs of various linguistic groups. The National Network of Centers serves as a centralized channel of information and technical assistance for the demonstration projects, the training programs, the fellowship program and the institutional support programs which represent the heart of the bilingual programs funded through the Office of Bilingual Education.

V. A SYNOPSIS OF INFORMATION DISSEMINATION IN BILINGUAL EDUCATION

A great deal of information on bilingual education is available in this country. Yet the complaints of information poverty seem valid—perhaps because of the paradoxically non-rational approaches to the use of knowledge in education. And some of the information resources have not extended themselves sufficiently to become well known and easy to use. This is certainly one of the challenges facing the clearinghouse.

This section will illustrate some of the information resources available. It is not intended to be comprehensive. An information resource is a candidate for inclusion in this list if the responsible organization makes a significant attempt to disseminate or transfer information to people beyond its own staff.

Inquiry Services. Many services designed to respond to requests for documents or information have emerged since the passage of the Elementary and Secondary Education Act in 1965. The numbers are still growing rapidly. About half the states, many funded by NIE, have started inquiry services, usually responding to questions with document references and, in some cases, with actual copies of documents. Local city and county inquiry services have been started. Indeed, one of the largest inquiry services in the country, San Mateo Educational Reference Center began as a service to San Mateo County in California.

All these general services respond to inquiries on bilingual education. Some services are especially oriented to bilingual or bicultural education. For example, the Information System for Native American Media of the National Indian Education Association responds to requests for documents and films on Native American education. The Title VII Resource Centers respond to requests covering a range of information and on just about all the most obscure languages. Nine LAU general assistance centers, set up in 1975 under the Civil Rights Act of 1964, offer technical assistance as well as inquiry services to school districts that request aid in overcoming discrimination problems based on language skills of the students.

Data Bases. Inquiry services generally rely on data bases collected either locally or nationally. A data base is a repository of information about information—usually references to documents or abstracts or perhaps people and things. ERIC (Educational Resources Information Center) is the largest and best known data base in education. It contains references to more than 250,000 reports and articles, many on bilingual education. (The precise number depends on the latitude in the definition of bilingual education.) ERIC is composed of 16 collection, classification and analysis centers called "clearinghouses" (for obscure historical reasons). Two of the clearinghouses, Languages and Linguistics at the Center for Applied Linguistics and Rural Education and Small Schools have focused much of their attention on bilingual education. The fundamental policy governing ERIC is a somewhat laissez-faire attitude toward the use of the material contained in the system. Others are encouraged to set up computer systems to access the information, or to subscribe to the publications—especially ***Resources in Education***, on reports and ***Current Index to Journals in Education***, on journal and magazine articles. The laissez-faire policy has led to many organizations, particularly inquiry services and libraries, using ERIC in a variety of innovative ways. Indeed, many information intermediaries and retrieval systems see ERIC as their "life blood."

The National Information System on Psychology, which includes ***Psychological Abstracts,*** is another data base that contains a number of items of direct or tangential interest to bilingual education. The entries in ***Psychological Abstracts*** are somewhat more research oriented than those in ERIC, but do include some references to articles that may be useful to practitioners. Like ERIC, the system is set up for computer access.

Another more informal data base, not in machine readable form, is collected by the Dissemination Centers for Bilingual Bicultural Education in Austin, Texas and Fall River, Massachusetts. They publish periodicals which have been an excellent source of information on curriculum materials.

More recently, Education Products Information Exchange (EPIE) has begun to produce, under contract from NIE, organized descriptions of selected bilingual curriculum materials.

Information Retrieval Systems. Computer intelligible data bases require an information retrieval system to use them effectively. Several national retrieval systems contain both ERIC and ***Psychological Abstracts*** (and other data bases of more marginal utility to bilingual education). Lockheed's ***Dialog*** and System Development Corporation's ***ORBIT*** are two prominent examples of "conversational" retrieval systems. Lockheed and SDC are private organizations competing for the information market and the cost of searching either of these systems is steadily coming within reach of more and more educational institutions. A single search, from formulation to print-out, may cost as little as $3-4.

There are many "off-line" or less sophisticated computer retrieval systems that are less expensive to run and are more amenable to local residents and control. ERIC publishes a comprehensive directory of local and national automated retrieval centers (over 200) that search the ERIC data base for their clients.

Traditional Information Sources. A host of information activities, too numerous and diffuse to count, pervade the bilingual education scene. Dozens of newsletters, conferences, workshops, magazines, and media programs contribute to the current picture of dissemination for bilingual education.

VI. QUESTIONS AND ISSUES FOR THE CONFERENCE PARTICIPANTS

The previous discussion is all prologue. This paper has touched on some of the information needs of people in bilingual education and what kinds of services an information clearinghouse could provide. Now—questions for you as information users in bilingual education. The nature of this clearinghouse will be determined to a large extent by the reactions and answers from the participants at the conferences. We have seen too many information-scientist-knows-best systems killed by the deadly trio of atrophy, apathy, and irrelevance. We ask you not to deal with the detailed issues of design and technology. To make these conferences successful, it is important for you to draw on your own personal experiences. All participants should reflect on their own backgrounds and those of their colleagues when considering the requirements for a clearinghouse. And, so the conferences do not become mired in discussions of technique, we are not requesting responses to questions of detailed design and technology.

1. Trends and Perceptions

a. Are there trends that could seriously affect the success of a clearinghouse, e.g. changed attributes of professionals, new organizations, more (or fewer) demands for assessment?

b. What is wrong with the current state of affairs in bilingual education information? Conversely, what is right? What are some successful examples of information dissemination in bilingual education?

2. Access to Information

a. What special collections or organizations of information are useful, e.g. legal, funding sources, project and program information, curriculum information, source of information, studies originating in other countries, human resources, statistical data, computer programs, tests, etc.? Please assign priorities. (See Section III, I.)

b. Should all information be screened for quality or should the user be the final arbiter? Should some kinds of information be screened and others not? If so, which of each? On what basis?

c. What recommendation do you have for ensuring that all useful information reaches the clearinghouse?

3. Kinds of Assistance

a. What kinds of consultation are needed, e.g. curriculum selection, instituting new programs, program evaluation, individual problems with students speaking in unusual languages? Please assign priorities. (See Section III, 2.)

b. Are interdisciplinary "trouble-shooting" teams for program consultation useful? If so, for what purposes and under what conditions?

c. What kinds of training should the clearinghouse be prepared to offer, e.g., in the use of information resources, developing plans for innovative programs, evaluating and interpreting data, evaluating texts?

d. Can any part of the bilingual community contribute the services of local individuals to assist with informational or technical problems, perhaps trained by the clearinghouse but supported without Federal funding? If so, which parts, and under what conditions?

4. Audience Factors

a. What is the community of users of bilingual education information? Are all teachers in bilingual schools to be included? And parents of children with limited English language skills? Do industry representatives need information when considering training of LELS adults?

b. How can a clearinghouse assist parents for the benefit of their children's education?

c. Should the clearinghouse try to reach individual professionals directly or should it try to rely on institutional intermediaries, e.g., professional associations, SEA's, LEA's, etc?

5. Organization and Policy Issues

a. How can the clearinghouse best coordinate with other information programs e.g. Title VII network, LAU Centers, SEA projects and ERIC?

b. What kinds of arrangements with closely related professional associations e.g., National Association of Bilingual Education, National Indian Education Association, can enhance the operations of the clearinghouse? And other professional associations? And academic institutions? And laboratories such as the Northwest Regional Lab, Southwest Educational Development Lab?

c. How can the clearinghouse encourage a cooperative rather than a narrowly competitive reaction among the many institutions now providing information on bilingual education?

d. Will the clientele pay for information and technical assistance? In other words, to what extent can the clearinghouse become self-sufficient and independent of changing budget levels?

e. Should the clearinghouse act as the focal point for all information on bilingual education?

f. How can the interest of the bilingual education community be represented, so that the clearinghouse doesn't become rigid or insensitive to its needs?

g. How can the clearinghouse encourage more effective use of information among the bilingual education community?

Looking over the responses to the questions, what information, services, and policies do you recommend we initiate ***right now*** to satisfy the most urgent needs of the bilingual community?

APPENDIX
RECOMMENDATIONS BY TITLE VII CENTERS

In 1975 the U.S. Office of Education funded a project to take the first steps toward the implementation of a bilingual education clearinghouse. Inter America Research Associates, the contractor, asked individuals at several centers including some in the Title VII Network for their recommendations for the clearinghouse. The following is an overview of all recommendations and a breakdown by center of Title VII Network recommendations.

Overview of Center Recommendations (In Order of Frequency)

(1) Collect, index and disseminate all available bilingual materials, particularly instructional materials from early childhood through adult, teacher training materials and packets, locally developed materials, multi-media materials, ethnic studies materials, assessment instruments.

(2) Coordinate Title VII Network; provide access to information on all Title VII projects.

(3) Provide a computerized "quick retrieval" capability.

(4) Provide a newsletter highlighting new materials, activities of projects, Washington developments.

(5) Provide access to ERIC.

(6) Utilize existing networks, federal and state, as local disseminators of information and deliveries of services.

(7) Maintain a human resources file; provide researchers or technical assistance if necessary.

(8) Produce simple and interesting information brochures, aimed at teachers.

(9) Provide "state of the art" publications for several audiences, teachers, administrators and researchers.

(10) Provide staff development workshops and activities for project personnel in the state of the art of bilingual education and the utilization of information resources.

(11) Maintain information on laws, guidelines and national needs.

(12) Provide a toll free incoming WATS line to facilitate user requests.

(13) Reproduce audio/visual materials at cost or make them available for loan.

(14) Provide current information on areas of needed research.

(15) Provide information on exemplary programs and practices

(16) Delivery should include hard copy.

INDIVIDUAL CENTER RECOMMENDATIONS

Bilingual Resource Center, University of New Mexico Recommendations

The staff of the Bilingual Resource Center suggested that the Clearinghouse should perform the following functions:

1. develop comprehensive files on human resources so that programs can identify available expertise efficiently;
2. develop materials in-house which will provide a liaison between what local districts are developing and what the universities are developing;
3. develop phone recordings which will give the caller a "blurb" or "state of the art" message on bilingual topics, so that educators or staff can get instantaneous feedback on commonly recognized problems;
4. develop "state of the art" materials which are easy to read;
5. develop simple program brochures for the use of educational personnel at all levels and in all regions;
6. collect all available materials from early childhood education to adult basic education and community education;
7. collect all ethnic studies materials for all target population groups under Title VII.

Regional Cross Cultural Training and Resource Center New York, New York Recommendations

The Resource Center staff suggested that the Clearinghouse provide:

1. information on legal decisions and Washington developments in the bilingual field;
2. guidelines and assistance in preparing proposals;
3. announcements of developments of new materials;
4. easy access to the ERIC file;
5. access to all materials including teacher training, particularly audio visual aids, and a collection of materials on community involvement;
6. clearinghouse-produced newsletter outlining new developments, new guidelines, and new materials in order to keep constantly informed of the "state of the art."

Multi-Lingual, Multi-Cultural Resource Center Providence, Rhode Island Recommendations

The Resource Center described their ideal Clearinghouse as being a center which might provide:

1. a list of consultants in various language areas;
2. all materials which have been developed in a specific area;
3. teacher resource materials such as studies and research;

4. an up-to-date examination of the areas in which research is needed;
5. teacher training packets to be used by the center for workshops;
6. a directory of all bilingual educational experts and contacts;
7. dissemination of all materials developed through the network to all of the network.

In summary, the center perceived the Clearinghouse as a centralized organ from which information on all programs and their functions could be obtained.

San Diego Institute for Cultural Pluralism, San Diego State University Recommendations

The staff of the Resource Center suggested that the Clearinghouse must be a centralized organ to promote the philosophy of bilingual education. The philosophy espoused by those at the Institute is that educational systems must give the student the opportunity to develop to their fullest potential, and if the student has the potential to function multi-lingually and multi-culturally, the system must capitalize on this. Staff members at the Institute felt that ESL does not address itself to the cultural aspect of the educational process.

It was opined that the next five years will be crucial in determining the overall goals, objectives, and definitions of bilingual education. The Clearinghouse must be sensitive to these crucial issues and must be involved in the formulating of overall policies.

The Clearinghouse should contain information concerning the following aspects of bilingual education: philosophical, educational, practical, statistical, and legal.

The Clearinghouse should include and promote:

1. ideas
2. instructional materials
3. exemplary program and practices
4. highlight exemplary materials
5. include only materials which have been tested or used in a classroom and proven their practical value.

Santa Cruz Project for Teachers Materials Development University of Arizona Recommendations

The Santa Cruz project suggested that the Clearinghouse provide the following services:

1. a research service for Materials Development Centers providing necessary background to the development of specific materials. This type of service would save the centers valuable time;
2. provision of staff development activities to train program personnel in utilizing information resources and research;
3. access to library facilities. This and other Tucson, Arizona projects mentioned the lack of good library facilities in the area. Personnel at this project did not know if any of their local facilities had access to ERIC.

Northeast Center for Curriculum Development
Bronx, New York
Recommendations

It was suggested that newsletters aimed directly at teachers might be most effective, as indirect contact to administrators or program people did not in any way guarantee that teachers would be reached.

Midwest Materials Development Center
Milwaukee, Wisconsin
Recommendations

The Materials Development Center suggested that the Clearinghouse should provide:

1. information on consultants and technical assistance;
2. access to persons who are experienced or involved in similar activities to share information on the writing of objectives and course outline activities;
3. access to all existing supplemental materials in Spanish at all grade levels in order to develop their core curriculum and avoid duplication of efforts.

Dissemination and Assessment Center for Bilingual Education (DACBE)
Austin and San Antonio, Texas
Recommendations

The DACBE staff suggested that the Clearinghouse should:

1. collect materials comprehensively;
2. utilize the ERIC data base of information;
3. include extensive cross-reference of people, services, and materials, throughout the United States;
4. include simple, easy to use informational tools for the teacher;
5. include sophisticated mechanisms for supplying quick retrieval for administrators;
6. produce "state of the art" papers and bibliographies for researchers;
7. provide multi-media materials at cost to teachers and teacher trainers.

National Assessment and Dissemination Center
Fall River, Massachusetts
Recommendations

It was suggested that the Clearinghouse should perform the following functions:

1. coordination of all Title VII programs, functioning as a central location for obtaining information on activities and materials being developed by all Title VII programs;
2. the identification of user populations and the targeting of their locales;
3. the provision of information on programs and services for the bilingual aging;
4. linkage with the Migrant Clearinghouse might be useful.

Titles and affiliations are reduced to increase readability.

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Mr. David Barbosa
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Ms. Anita Pfeiffer
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Dr. Rupert Trujillo
Mr. Webster A. Two Hawk
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